

DOCUMENT RESUME

ED 210 286

TM 810 922

AUTHOR Landon, Glenda L.; Shiner, William R.
TITLE District Data Base Handbook.
INSTITUTION Wisconsin School Evaluation Consortium, Madison.
PUB DATE 81
NOTE 116p.: For related documents see TM 810 946-948.
AVAILABLE FROM Wisconsin School Evaluation Consortium, 409
Education, University of Wisconsin-Madison, Madison,
WI 53706 (\$150.00 per set).

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Databases; *Data Collection; Evaluation Methods;
*Program Evaluation; *School Districts; *School
Surveys; Self Evaluation (Groups)

ABSTRACT

This handbook provides guidance to district-wide steering committees about how to compile a database. A district database should contain two types of information including general contextual data that are broadly germane and relevant to all programs. The second type of information is about specific programs. The database should begin as a minimal document to which information is added during the period of evaluation. Several questionnaires, opinionnaires, and surveys are illustrated to be administered as shown or adapted to individual district needs. These instruments are designed for administration to the community, students, and staff. The district database may be used as a planning or information document. (DWH)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

sec

ED210286

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☒ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

DISTRICT DATA BASE HANDBOOK

"PERMISSION TO REPRODUCE THIS
MATERIAL IN MICROFICHE ONLY
HAS BEEN GRANTED BY

W. R. Shire

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

school evaluation consortium

UW-Madison, Room 409 Education Building, Madison, WI 53706
Telephone (608) 263-5656

i

D I S T R I C T
D A T A
B A S E
H A N D B O O K

Written by

Dr. Glenda L. Landon
Dr. William R. Shirer

Graphics, Layout, and Typing by
Ms. Mona Feller

© Copyright 1981 by the Wisconsin School Evaluation Consortium. All rights reserved. These materials are the exclusive property of either the Wisconsin School Evaluation Consortium or others who have rights to materials indicated in the text. None may be used or reproduced, totally or in part, by nonmembers of the Wisconsin School Evaluation Consortium without the written approval of the WSEC Board of Control or the approval of those who hold separate publication rights to them.

TABLE OF CONTENTS

	Page
USER'S GUIDE	iv
A WORD ABOUT CONDUCTING SURVEYS	vi
Table for Determining Sample Size	x
Table of Random Numbers	xi
Data Processing Order Form	xii
UW-Madison Testing Service X10A Answer Sheet	xiv
UW-Madison Testing Service X5 Answer Sheet	xv
COMMUNITY PROFILE	1
School Community Data	2
Parent Educational and Occupational Matrix	3
School Report Card	4
Elementary Parent Questionnaire	6
Employer Survey	8
Community Forum	10
STUDENT PROFILE	14
District and Program Enrollments	15
Student Racial/Ethnic Distributions	16
Student Educational and Occupational Intentions and Followup	17
Student Achievement Matrix	18
Special Students	19
Dropouts	20
Follow-up Study of Graduates	21
Master Time Schedule: Elementary	22
Master Time Schedule: Departmentalized	23
Graduate Questionnaire	24
School Relationships Opinionnaire	26
Elementary School Student Questionnaire	29
Youth Questionnaire	30
College and University Data	36
STAFF PROFILE	41
District Wide Staffing	42
Program-By-Program Staffing	44
Inservice Program	45
Staff Opinionnaire: Instructional Climate	46
Professional Growth Staff Study	50
INSTRUCTIONAL MATERIALS PROFILE DISTRICT	51
Instructional Materials Adoption Process	52
Basal Text Adoption Matrix	53
DISTRICT RESOURCE PROFILE	54
District Resources	55
District Wide Spending	56
Educational Facilities Study	57

	Page
SUPPORT SERVICES PROFILE	59
Instructional Media Program	
Student Opinionnaire	60
Staff Opinionnaire	62
Student Personnel Services	
Counselor Role Identification Scale	64
Secondary Student Opinionnaire: Guidance Services	66
Student Questionnaire: Guidance Services	69
Elementary Teacher Opinionnaire: Guidance Program	72
K-12 Teacher Opinionnaire: Guidance Program	75
Career Education Check Lists	
Counselors	78
Teaching Staff	80
Media Staff	82
Coordinators and Leadership Teams	84

USER'S GUIDE

Data collection is expensive and time-consuming. This booklet was prepared to help districts gather information as efficiently as possible. The focus of most projects is on programs, particularly curricular programs. As a result, most of the information needed to conduct a full evaluation of curricular programs is program specific. The way district people are organized to get the job done follows a similar pattern: there is a district-wide committee, or steering committee, with overall coordinative functions. This committee operates throughout the life of the program evaluation project. Under this committee's general coordination are the several program subcommittees, or self-study committees. The latter groups will generate majority of the information about each of their respective programs.

The district-wide or steering committee can make the data collection process for all of the program self-study subcommittees much less harrowing by providing each subcommittee with the information that is pertinent to all programs and which is often maintained and/or collected in district offices. We're calling that set of information to be made available to all of the program self-study subcommittees the district data base. This booklet's purpose is to give some guidance to district-wide steering committees about how to compile that document.

In essence, the district data base should contain two types of information. First it should have the kinds of data that are broadly germane and relevant to all programs; the context in which those programs operate if you will. Examples of this first kind of general contextual data are district enrollments, charts showing district instructional and noninstructional staffing, and the like. The second type of information which should be included in a district data base is about specific programs. But it is information which often can be found in district offices on a program-by-program basis. It is included in the data base simply because it is located at one source and can be referred to by each of the program self-study subcommittees as they need it.

Within that general framework, there can be a great deal of variation from district to district about what actually gets included in the district data base. It is the district-wide steering committee's responsibility to see to it that at least minimal amounts of contextual and program-by-program information are obtained and kept current. In all likelihood, the district data base will begin as a rather minimal document, to which information can be added over the life of the evaluation plan.

If you will turn to the table of contents on page i, you'll see that several of the items listed have asterisks (*) in front of them. Those starred items reflect information that we strongly urge you to include in your data base.

It is important that you understand that not all of the information suggested in this booklet is imperative to collect. Once the minimum information types, starred on the table of contents, have been created or collected, district-wide steering committees should exercise considerable selectivity in deciding what beyond the starred minimums will be helpful in assisting the several program self-study subcommittees--and the external audit teams who review the separate programs--in analyzing the effectiveness of programs. There are included for your consideration several questionnaires, opinionnaires, and surveys related to the various subsections, which we have called PROFILES, in the data base. They can be used or not. They can be adapted or administered as they are. Just remember that if they are administered, the results will need to be tabulated and analyzed before they are likely to be very useful to anybody. The flip side of that admonition is that collecting people's opinions about your educational system can not only add much to your understanding but also be an excellent way to promote understanding and goodwill among the groups you survey.

Once you have decided what types of information you will include, if any, beyond the starred minimums, you should also keep in mind that we've included the charts and forms for your convenience. But if you have information that we're asking you to collect, and it's in another form, don't hesitate to modify or discard our charts. For example, you might have budgetary information in printouts, brochures, or other records. If it's easily understandable to both the program self-study committees and any program auditors who might need to use it, just include it in the form in which you have it. Don't use your precious time to transfer data to the forms shown in this booklet.

Your district's data base, then, should have all the information suggested on the white pages of this handbook. You may want to add to that minimum base of data by using some of the surveys, opinionnaires, and questionnaires included as well.

Typically, the steering committee asks either the administration or an ad hoc subcommittee to be responsible for creating the initial data base. Once it's together, however, it will need to be updated periodically. Who ever is charged with the initial responsibility will probably be asked by the steering committee to keep it updated. Bringing the data base up-to-date is certainly an important consideration. But you should also think about adding to it over the life of your long range plan. For the first year or two, you may want to function with just the bare essentials. Then, each year you will want to think about doing one or two of the surveys to add to it.

The district data base becomes a document with a virtual treasure of information. Many superintendents use it as planning or information documents with their boards of education. You should consider using it that way too.

Your district data base should be completed, at least in a minimum way, before any of the various program subcommittees begin their work. When the first cluster of subcommittees is ready for orientation, the complete district data base should be ready to be handed to them. Along with the data base, the steering committee will also want to provide program subcommittee members with copies of the district philosophy, goals and any board priorities which have been developed.

If your decision is to add to the minimum essentials reflected by the starred items in the table of contents, you'll be conducting some surveys. Before you start doing that, read on.

A WORD ABOUT CONDUCTING SURVEYS

Survey results are appropriate evidence to use in an evaluation project, so long as other kinds of evidence are considered at the same time. This publication should help you in collecting attitudinal data. It will identify some basic things to consider before beginning any survey project and provide some specific examples of survey instruments. The information contained in this section is very general and will apply to questionnaires, opinionnaires, and other survey approaches suggested in the sections that follow.

More help in instrument design, sampling techniques, data processing, and results analysis can be obtained from our office. But to get started, we'll outline some general considerations for you.

A Little Planning. . .

Begin with what you already have. Many districts conduct surveys and have the results on file someplace. Resurrect them and find out if they contain what you want to know. Determine if the responses are current enough to be usable. If you have what you want, simply incorporate it into your data base.

If available survey results are either outdated or irrelevant, you will probably want to collect some attitudinal data. Clearly districts ought to find out what important groups--like students, community leaders, parents, employers, staff, administrators, and board members--expect of local education and what these groups believe to be the quality of the programs offered. That granted, remember that you shouldn't start a survey project without knowing

- exactly what the survey's purposes are
- how much time and money the project will cost
- how to minimize technical problems
- what the potential political and practical problems might be in reporting and acting upon the results you get.

The Danger Zones

There are always problems involved in surveys, but many can be eliminated or at least minimized if you plan for them. Here are some of the most common:

The Murphy Connection: If you keep in mind that everything takes more time, money, and money than you thought, you'll be in the right frame of mind for a survey project.

The Technical Trap: To be useful, surveys need to ask questions you really want the an-

swers to, and they need analyses of results that will tell you what you want to know--and no more. Too many surveyors become enamored of an existing instrument, whether or not it asks precisely what they want to know. They put in a lot of work, admire the technical beauty of the statistical analysis, and then--because the questions weren't on target for them and the fancy factor or regression analysis produced incomprehensible statistical printouts--the results are ignored.

The Respondent Chase: Many surveys are useless because of poor response rates. Low response rates create problems because you don't know what the people who did not return the instrument think about an issue. If you send out 1,000 surveys and get back only 87, you'll need to spend a great deal of time and money following up in order to get enough responses upon which to make any judgements.

Tabulation Trauma: Let an example suffice. If you send out a small number of instruments, say 100, and each has 50 items with a five point scale response, you'll be dealing with 25,000 possible bits of information to analyze. For a computer, that's a piece of cake. For a harried human with other responsibilities, it's a horror.

Kamikazi Collecting: Surveys raise expectations that you'll take the results seriously. If you poll a group or groups about a hot issue and then decide the results are too dangerous to use, expect trouble. That trouble can come from several sources: the board of education members who didn't know or approve the data collection about particular subjects; pressure groups who want to use the findings to promote their narrow causes; anybody whose ox gets gored by the results. Once information exists, you'll need to deal with it. Groups whose biases are supported by survey findings can be as persistent as a swarm of starving mosquitoes.

The Specificity Issue: Questions on a survey can range from very general to very specific. If you ask the community at large to tell you whether or not they think the district ought to provide sophisticated math to students and they say no, you have some room to maneuver based on what you think "sophisticated" means. If you ask the same group whether or not a course in Calculus should be offered and they say no, sit down and think about being the calculus teacher.

The Sampling Situation: The process of sampling, used in almost all of the national polls, isn't totally mysterious. If it is not done correctly, however, it can completely invalidate your results.

The Brighter Side. . .

Forewarned about the dangers, you can begin preparing for surveys. Here are some pointers.

1. **DECIDE WHY YOU WANT TO CONDUCT A SURVEY**
Lots of factors can go into this discussion. One will certainly be whether or not you already have enough attitudinal data from previous surveys. Another will be the need to find out how groups really do feel about some issues. Another—totally legitimate—reason might be public relations, to show people, by asking, that you care what they think.

2. **DECIDE EXACTLY WHAT YOU WANT TO KNOW**
Using time and money to find out things you really don't need (that would only be "nice" to know) isn't profitable. Discussion time spent in determining precisely what the district will use to make positive changes is time well spent. One way to start is by looking at existing instruments which can spark discussions.

3. **DECIDE WHOM TO SURVEY**
In whose opinions are you interested? Parents? Citizens generally? Teachers? Students? For most evaluations, a good cross section of important constituencies will help provide not only balance but direction. If you have a total plan about whom to survey, it will be possible to compare various groups' responses on particular issues.

4. **GET COMMITMENTS TO DO WHAT YOU WANT DONE WITH RESULTS**

As we said earlier, surveyed groups expect to have the results used. Certainly the board of education should know your survey plan and agree to take the findings into consideration in their planning. Get approval, in advance, for the purposes and methods as well as a commitment to finance the project through to its completion. Suppose you ask the direct question: Shall we close Dingdong School? If the board already has a closing plan that doesn't include your survey, they will be understandably upset. If the board hasn't approved the financing for the survey and you need to do a huge followup or live with a ridiculously low response rate, you could be understandably upset.

5. **FIGURE OUT WHAT HELP YOU'LL NEED AND ARRANGE TO GET IT**

The technicalities involved can chill enthusiasm in a hurry. When you run into a technical wall, you can call us to help you directly or suggest other sources of assistance. Before you go outside your district, though, look inside to see if you don't have your own experts. Many math and science teachers are statistics whizzes. Some social studies classes do polling projects and could be a built-in labor supply for you. See what's available.

6. **DECIDE ON THE METHODS YOU'LL USE**
Will you sample? If so, how will the sample be drawn? How will the instruments be provided to respondents? In the mail? By hand? At a

meeting? What about nonrespondents? Will you do a followup? What will be done with the results? Will you use a computer? What statistical analyses will give you useful information? What format will you use to report results? Again, call us for help.

Chasing the Technical Bogle Men. . .

Perhaps one of the most important things to keep in mind is that while your technical approaches need to be rigorous, much of the precision needed when research findings are going to be used to change national policy or be published in a refereed journal won't be necessary for you. We aren't advocating sloppy survey; we are advocating common sense.

Your survey findings will become part of a larger body of evidence. You are not going to use them exclusively to make judgements about program effectiveness or to bring about program change. Because of that, your technical difficulties will be reduced.

Two terms you'll hear bandied about by those who talk of surveys are reliability and validity. They're important, but they needn't overwhelm you.

Reliability simply means that your instrument will measure something consistently. That is, if you were to give the same questionnaire to a different group at a different time, your results would be the same.

Validity is the extent to which your instrument measures what it's supposed to measure.

An instrument can be reliable without being valid; you can consistently measure the wrong thing. But an instrument cannot be valid without being reliable.

For your purposes, you need to concentrate on validity. Although there are several kinds of validity, the most common in program evaluation is content validity, which is arrived at judgementally. To ensure an adequate level of validity for your surveys, you can determine whether or not the questions you're posing do indeed ask what you want them to ask. If you have taken the time to spell out the purposes on your surveys, establishing validity is a relatively easy task.

Random Sampling is another important concept. For economic purposes, you may well decide that you want to survey some, rather than all, the members of a group.

Selecting a statistically random sample isn't so complicated, really. But you must do it in such a way that each person in the group you intend to survey—parents, students, teachers—has an equal chance of being selected.

listing of those in the group (from the staff directory for teachers, from the tax roles for community members, etc.), and choose every seventh, or tenth, or twentieth name. If the first name is picked randomly from among the first 7, or 10, or 20 names on the list, every name has about the same chance of being included.

There are some dangers to watch for, however. If some ethnic names tend to group themselves and you're using an alphabetical list, you could run the danger of over- or under-sampling that group.

The safest approach is probably the use of a random number table. There's one included at the end of this section. Here's how to use it.

1. Take the list of all the possible people in the group you want to survey and number each name consecutively.

2. Step one will tell you how many people there are totally in your group or population. Using the TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION, which also follows this section, figure out how many names you'll need to choose from the total names or population that you have.

3. Then turn to the RANDOM NUMBER TABLE. Decide to read the table vertically or horizontally. It doesn't matter which way you choose.

4. Pick a starting point, anywhere; it doesn't matter. You can begin in the upper right-hand corner, in the second column line 6, in the lower left-hand corner.

Let's say that you've decided to survey the district's 1,526 high school students. You have a list of them and the names have been numbered in consecutive order. By turning to the TABLE FOR DETERMINING SAMPLE SIZE, you see that you'll need to select about 306 of the numbered names.

Going back to the RANDOM NUMBER TABLE, you want to locate the first 306 numbers that fall in the range from 1 to 1,526. Let's say that you're going to begin reading vertically at the top of the third column. The first number is 08675. You need to use 4 digits, since your population is a 4 digit number. So you can use the first number, since 0867 is within the range from 1 to 1526. You can also use the second number, because 1339 is also within the range. You have already selected, then, students numbered 867 and 1339 for inclusion in your sample. The third number, however, is 23664, and the first four digits are not within range, so that number is rejected. But the fourth number is 00778, so student number 77 is also selected for your sample.

You continue in this manner until you have chosen the 306 student numbers that you need. And you can be assured that the list you end up with will be a statistically drawn random

sample from which you can draw some limited conclusions.

How Much is Enough?

This question ought to be posed about both the response rate and the analysis of results.

If you sample, you'll want to make sure that your response rate is close to 100%. That means you'll have to take some pains to make sure that it's easy for people to get their questionnaires back to you. If you mail the instruments, it's a good idea to include a self-addressed stamped envelope. Another good way to get a high response rate is to have respondents contacted directly. Using students to take the instruments to respondents and wait while they're being completed will ensure a high response. Do followups if necessary when you sample.

If one of your reasons for surveying is public relations, you may want to select a random sample and work hard to get all of those instruments back for processing. One school district sampled and then put the questionnaire in the newspaper too, so that everybody felt included and nobody was left to wonder why a neighbor was selected and not him. Then only the sample was analyzed.

Whatever you do in the way of survey distribution, you'll need to cope with processing the results. A word to the wise. Since your instrument is likely to be largely "homegrown," most of the elegant and elaborate statistical analyses used in research are unnecessary for your purposes. If the number of responses is large, get the results analyzed by a computer. Simple reporting, to include means and standard deviations should be enough for most surveys. Nearly everybody understands means. Standard deviations simply tell you how much agreement there is: the higher the standard deviation, the more disagreement there is among your respondents.

You will want to check with the administration to see what data processing there is available. If there is no regular processor used by the district, you will want to use the UW-Madison Testing and Evaluation Service. Call or write:

Ms. Char Tortorice, Program Supervisor
Testing and Evaluation Services
366 Educational Sciences Building
University of Wisconsin
Madison, WI 53706

(608) 262-5863

Or call us at the SEC office so we can help you make arrangements with the Testing Service.

Profile Handbook are designed to be machine scored, using the UW-Testing and Evaluation Service's standard answer forms which are less costly to process than most. Samples of the two most popular standard answer sheets are included in this handbook on pages and

The X 5 General Purpose Answer Sheet can be used for all of the machine scorable instruments in this handbook. The X 10 A is included in case you want to modify any of the instruments.

A word of caution about changing the instruments is in order, however. Testing and Evaluation has developed computer programming to handle all the surveys as they are. If you want to change them, you can of course, BUT THEY CANNOT BE USED with the standard programming if you do. Both the cost and the turn-around time will be increased if you do make any changes.

Your best bet is to contact Testing and Evaluation about any changes you want to make to see if they can be processed readily. If costs and time are going to be a factor, you'll want to know what's involved and how to best make any modifications before you administer an instrument.

The Final Step

Numbers are relative, absolutely relative. Only you can decide what their value is. Say for example, you asked the question of students, How much do you like school? The mean response was a 2.71. You'll have to determine whether that's okay in your district. Each of the numbers, whether you're looking at averages or standard deviations will need to be looked at by real human beings (you) with real values. And decisions about the value of those numbers will have to be made.

Don't just collect numbers and fail to apply your values to what they mean. Evaluation is, after all, mostly a matter of judgement.

TABLE FOR DETERMINING SAMPLE SIZE
FROM A GIVEN POPULATION

N	S	N	S	N	S
5	5	220	140	1200	291
10	10	230	144	1300	297
15	14	240	148	1400	302
20	19	250	152	1500	306
25	24	260	155	1600	310
30	28	270	159	1700	313
35	32	280	162	1800	317
40	36	290	165	1900	320
45	40	300	169	2000	322
50	44	320	175	2200	327
55	48	340	181	2400	331
60	52	360	186	2600	335
65	56	380	191	2800	338
70	59	384	192	3000	341
75	63	400	196	3500	346
80	66	420	201	4000	351
85	70	440	205	4500	354
90	73	460	210	5000	357
95	76	480	214	6000	361
100	80	500	217	7000	364
110	86	550	226	8000	367
120	92	600	234	9000	368
130	97	650	242	10000	370
140	103	700	248	15000	375
150	108	750	254	20000	377
160	113	800	260	30000	379
170	118	850	265	40000	380
180	123	900	269	50000	381
190	127	950	274	75000	382
200	132	1000	278	100000	382
210	136	1100	285	1000000	384

NOTE: N is population size or the total number within the group to be surveyed.

S is sample size.

TABLE OF RANDOM NUMBERS (DIGITS)

Row No.	TABLE OF RANDOM NUMBERS (DIGITS)										
1	50691	91653	88574	08675	12700	32027	41034	56912	34264	77769	
2	19787	66937	91769	13399	96096	43165	72096	86350	23062	99419	
3	16746	77983	10861	23664	64557	78213	43857	68009	20483	00618	
4	91039	16099	38824	00778	23058	76539	50584	71810	52589	32778	
5	11075	62081	88977	78676	53855	56472	13090	01708	89016	45111	
6	41250	92934	30342	29933	24597	72632	21727	63861	80454	47243	
7	59028	24399	05075	64775	59803	45737	19025	46696	18914	03062	
8	42957	25204	00753	60284	85483	34984	86637	95354	80698	98750	
9	45881	59475	64445	98261	55252	50788	31295	16437	49497	22493	
10	75104	45819	88471	75440	55309	63481	23616	64950	73291	10964	
11	78614	07347	63528	84643	10455	95596	38158	75758	65628	10498	
12	69278	59274	67459	53563	00241	18097	65297	49803	99145	25320	
13	58626	91259	13832	75095	08333	53845	74223	82690	89320	89565	
14	81630	00339	07996	65249	66792	05555	79169	12136	44621	95904	
15	74330	13688	02044	65910	96007	82692	40473	56437	35671	95072	
16	70829	66963	86390	26458	02385	41505	06239	68990	32915	89542	
17	55084	58581	60759	20627	86682	76542	03648	38183	29823	68134	
18	98845	17428	97397	62400	51284	92211	40593	82713	06067	46190	
19	48116	91870	16346	97406	54649	42039	58407	84248	45780	60547	
20	82778	31709	71564	26258	07522	03825	92087	21809	25678	39987	
21	86615	67618	07446	63129	07111	70516	67289	09457	48995	08043	
22	82558	99260	69136	35099	68187	85382	09569	94211	57824	98100	
23	08290	70291	74090	96503	56140	27794	27765	51740	07712	29816	
24	95062	76310	81603	86828	68370	46001	79205	35511	91239	52961	
25	30361	66712	86801	29556	91232	98295	87322	99172	50009	27224	
26	17390	96107	70391	78715	61943	33315	39778	97149	08122	86388	
27	05390	33046	63920	28733	42644	38972	98161	79861	88282	28279	
28	06624	21114	33869	20940	03732	39973	89948	81060	36381	06027	
29	38146	77295	33742	00135	26587	54775	94846	18587	39327	71711	
30	76430	28645	62335	60393	71813	52677	09917	89100	93855	75617	
31	16684	30164	22546	63538	79376	26665	61995	60418	37777	84170	
32	56424	64680	81038	79364	23815	44002	38380	09864	35950	10760	
33	95954	15540	18554	63349	70259	03212	91950	16214	80378	56421	
34	59007	56364	49965	61970	32493	55404	85950	99606	46328	17887	
35	19341	87208	99853	40202	08553	78731	83463	19524	82512	13556	
36	24505	87007	35748	54865	40209	49466	94574	31406	64422	87185	
37	15086	92183	84632	36790	59608	00371	67256	55361	80669	75402	
38	65664	02188	09164	70939	25856	24344	58859	10454	19212	59078	
39	40397	76835	14062	96067	70645	23695	59140	75812	18804	55529	
40	31700	24753	22919	43207	83387	27820	12404	00041	88927	22668	
41	14472	19372	23759	47116	81647	44946	97716	41157	30913	30842	
42	18018	57089	98428	89075	77511	15194	69134	68269	52292	63404	
43	16752	54266	76103	05268	41145	36100	73916	32462	01658	68565	
44	47184	33660	96555	56656	18238	56888	29315	99813	47831	81395	
45	93884	63945	06606	45545	29237	21040	43552	02749	19963	23705	

DATA PROCESSING ORDER FORM

All of the instruments in this handbook and in the PROGRAM PROFILE HANDBOOK that have a data processing code number on the front can be machine scanned and scored at UW-Madison Testing and Evaluation (T & E). If you want to use these services, follow the directions below.

CONTACT T & E FOR ANSWER SHEETS

Only originally printed answer sheets—either the X5 or the X10A—can be used and must be ordered directly from T & E. Xeroxed or mimeographed forms cannot be scanned. If you intend to have response data processed, you must first order answer sheets in sufficient quantity from T & E. Each instrument indicates which answer sheet is needed.

BATCHING ANSWER SHEETS

Each survey should be handled separately. All the responses you want tabulated in one data run should be sent in a package to T & E. If you've done more than one survey, it's possible to have them scored at the same time. But you must keep each batch of answer sheets for each survey separate. Each batch must be accompanied by one of these order forms and a copy of the instrument as it was administered to respondents.

Packaging Answer Sheets

Since the scanner is sensitive, answer sheets will need to be in good condition when they arrive at T & E. Please don't use rubber band, paper clips, or staples to batch the sheets. Rather put each batch in a separate, large envelope, along with a copy of the instrument and an order form so that T & E will know which instrument is being processed and what you want done.

Mailing the Batched Answer Sheets

Before you mail each batch of answer sheets, order form, and instrument sample, it's a good idea to call T & E to tell them that you are going to want the surveys processed. When you contact them, they will tell you the approximate turn around time and will be able to give you a price for the processing.

Providing the Necessary Information

Make sure you fill out the order form completely. It's especially important to identify the contact person and to give his/her telephone numbers so that T & E can contact the appropriate individual if there are any questions about processing.

MODIFYING INSTRUMENTS

The programs which have been developed to process SEC instruments are standardized so that T & E can offer volume rates. If you feel that you must make any modifications in the instruments as they are printed in the handbooks, make sure you contact T & E in advance. Modifications can be handled, but they are likely to take additional programming time and will, therefore, cost more than the prices indicated for standard processing.

CHECKING IN ADVANCE

Some of your questions can be handled by the SEC staff, so feel free to call us first. However, processing specialists are available only at T & E, so you will be doing most of your work through Char Tortorice, whose address and phone number are shown on the bottom of the order form on the back of the next page.

ORDER FORM

DISTRICT INFORMATION

District/School Name

District/School Contact Person

Street Address

School Telephone (area code please!)

City, State

Zip

Home Telephone

PROCESSING INFORMATION

Name of Instrument Used

Data Processing Code Number

Number of Sheets in Batch

Date Submitted to T & E

SPECIAL INSTRUCTIONS

In this space, indicate what, if any, modifications you made in the standard SEC instrument published in the handbook. Please also write in here any other special instructions you have about processing the instrument's responses.

Then send this completed form, the batch of answer sheets, and a copy of the instrument you used to:

Ms. Char Torterice, Program Supervisor
Testing and Evaluation Services
366 Educational Sciences Building
University of Wisconsin
Madison, WI 53706

UNIVERSITY OF WISCONSIN

X5

GENERAL PURPOSE ANSWER SHEET

EXAMPLE

WRONG
1 A B C D E
WRONG
2 A B C D E
WRONG
3 A B C D E
RIGHT
4 A B C D E

INSTRUCTIONS

- Use pencil only - No. 2 or softer.
- Do not make any stray marks.
- Make all responses dark, glossy and complete as shown in these examples.
- Mark your name and identification number on the other side if you are requested to do so.
- Do not make any stray marks in this shaded area.

EXAMPLE

FIRST NAME
JANICE AN
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

121	A B C D E	141	A B C D E	161	A B C D E	181	A B C D E	201	A B C D E	221	A B C D E
	T F		T F		T F		T F		T F		T F
122	A B C D E	142	A B C D E	162	A B C D E	182	A B C D E	202	A B C D E	222	A B C D E
	T F		T F		T F		T F		T F		T F
123	A B C D E	143	A B C D E	163	A B C D E	183	A B C D E	203	A B C D E	223	A B C D E
	T F		T F		T F		T F		T F		T F
124	A B C D E	144	A B C D E	164	A B C D E	184	A B C D E	204	A B C D E	224	A B C D E
	T F		T F		T F		T F		T F		T F
125	A B C D E	145	A B C D E	165	A B C D E	185	A B C D E	205	A B C D E	225	A B C D E
	T F		T F		T F		T F		T F		T F
126	A B C D E	146	A B C D E	166	A B C D E	186	A B C D E	206	A B C D E	226	A B C D E
	T F		T F		T F		T F		T F		T F
127	A B C D E	147	A B C D E	167	A B C D E	187	A B C D E	207	A B C D E	227	A B C D E
	T F		T F		T F		T F		T F		T F
128	A B C D E	148	A B C D E	168	A B C D E	188	A B C D E	208	A B C D E	228	A B C D E
	T F		T F		T F		T F		T F		T F
129	A B C D E	149	A B C D E	169	A B C D E	189	A B C D E	209	A B C D E	229	A B C D E
	T F		T F		T F		T F		T F		T F
130	A B C D E	150	A B C D E	170	A B C D E	190	A B C D E	210	A B C D E	230	A B C D E
	T F		T F		T F		T F		T F		T F
131	A B C D E	151	A B C D E	171	A B C D E	191	A B C D E	211	A B C D E	231	A B C D E
	T F		T F		T F		T F		T F		T F
132	A B C D E	152	A B C D E	172	A B C D E	192	A B C D E	212	A B C D E	232	A B C D E
	T F		T F		T F		T F		T F		T F
133	A B C D E	153	A B C D E	173	A B C D E	193	A B C D E	213	A B C D E	233	A B C D E
	T F		T F		T F		T F		T F		T F
134	A B C D E	154	A B C D E	174	A B C D E	194	A B C D E	214	A B C D E	234	A B C D E
	T F		T F		T F		T F		T F		T F
135	A B C D E	155	A B C D E	175	A B C D E	195	A B C D E	215	A B C D E	235	A B C D E
	T F		T F		T F		T F		T F		T F
136	A B C D E	156	A B C D E	176	A B C D E	196	A B C D E	216	A B C D E	236	A B C D E
	T F		T F		T F		T F		T F		T F
137	A B C D E	157	A B C D E	177	A B C D E	197	A B C D E	217	A B C D E	237	A B C D E
	T F		T F		T F		T F		T F		T F
138	A B C D E	158	A B C D E	178	A B C D E	198	A B C D E	218	A B C D E	238	A B C D E
	T F		T F		T F		T F		T F		T F
139	A B C D E	159	A B C D E	179	A B C D E	199	A B C D E	219	A B C D E	239	A B C D E
	T F		T F		T F		T F		T F		T F
140	A B C D E	160	A B C D E	180	A B C D E	200	A B C D E	220	A B C D E	240	A B C D E
	T F		T F		T F		T F		T F		T F

ANSWER SHEET

LAST NAME (Print)

FIRST NAME

Mi

IDENTIFICATION NUMBER

SOCIAL SECURITY NUMBER

SPECIAL CODES

A B C D E F G H I J

1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0

1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0

1 T F
1 A B C D E
T F
2 A B C D E
T F
3 A B C D E
T F
4 A B C D E
T F
5 A B C D E
T F
6 A B C D E
T F
7 A B C D E
T F
8 A B C D E
T F
9 A B C D E
T F
10 A B C D E
T F
11 A B C D E
T F
12 A B C D E
T F
13 A B C D E
T F
14 A B C D E
T F
15 A B C D E
T F
16 A B C D E
T F
17 A B C D E
T F
18 A B C D E
T F
19 A B C D E
T F
20 A B C D E

21 T F
21 A B C L E
T F
22 A B C D E
T F
23 A B C D E
T F
24 A B C D E
T F
25 A B C D E
T F
26 A B C D E
T F
27 A B C D E
T F
28 A B C D E
T F
29 A B C D E
T F
30 A B C D E
T F
31 A B C D E
T F
32 A B C D E
T F
33 A B C D E
T F
34 A B C D E
T F
35 A B C D E
T F
36 A B C D E
T F
37 A B C D E
T F
38 A B C D E
T F
39 A B C D E
T F
40 A B C D E

41 T F
41 A B C D E
T F
42 A B C D E
T F
43 A B C D E
T F
44 A B C D E
T F
45 A B C D E
T F
46 A B C D E
T F
47 A B C D E
T F
48 A B C D E
T F
49 A B C D E
T F
50 A B C D E
T F
51 A B C D E
T F
52 A B C D E
T F
53 A B C D E
T F
54 A B C D E
T F
55 A B C D E
T F
56 A B C D E
T F
57 A B C D E
T F
58 A B C D E
T F
59 A B C D E
T F
60 A B C D E

61 T F
61 A B C D E
T F
62 A B C D E
T F
63 A B C D E
T F
64 A B C D E
T F
65 A B C D E
T F
66 A B C D E
T F
67 A B C D E
T F
68 A B C D E
T F
69 A B C D E
T F
70 A B C D E
T F
71 A B C D E
T F
72 A B C D E
T F
73 A B C D E
T F
74 A B C D E
T F
75 A B C D E
T F
76 A B C D E
T F
77 A B C D E
T F
78 A B C D E
T F
79 A B C D E
T F
80 A B C D E

81 T F
81 A B C D E
T F
82 A B C D E
T F
83 A B C D E
T F
84 A B C D E
T F
85 A B C D E
T F
86 A B C D E
T F
87 A B C D E
T F
88 A B C D E
T F
89 A B C D E
T F
90 A B C D E
T F
91 A B C D E
T F
92 A B C D E
T F
93 A B C D E
T F
94 A B C D E
T F
95 A B C D E
T F
96 A B C D E
T F
97 A B C D E
T F
98 A B C D E
T F
99 A B C D E
T F
100 A B C D E

101 T F
101 A B C D E
T F
102 A B C D E
T F
103 A B C D E
T F
104 A B C D E
T F
105 A B C D E
T F
106 A B C D E
T F
107 A B C D E
T F
108 A B C D E
T F
109 A B C D E
T F
110 A B C D E
T F
111 A B C D E
T F
112 A B C D E
T F
113 A B C D E
T F
114 A B C D E
T F
115 A B C D E
T F
116 A B C D E
T F
117 A B C D E
T F
118 A B C D E
T F
119 A B C D E
T F
120 A B C D E

COMMUNITY
PROFILE

8. What is/are the main industry(ies) which provide jobs to the people who live in this district?

PARENT EDUCATIONAL AND OCCUPATIONAL MATRIX

OCCUPATION	% of Fathers	% of Mothers
Professional		
Manager, Proprietor		
Clerical		
Skilled Worker		
Semi Skilled Worker		
Unskilled Worker		
Other (specify)		

EDUCATIONAL LEVEL	% of Fathers	% of Mothers
Elementary education only		
Some high school		
High school graduate		
Some education beyond high school <u>other than college</u>		
Some college		
Undergraduate degrees		
Advanced degrees		

DISTRICT DATA:

Mean adult income in community \$ _____

Mean income:teachers \$ _____

1. How do these distributions and figures differ from 5 years ago:

2. To what extent is this information used by staff to identify student needs?

We'd appreciate having some information about the kinds of citizens who returned this survey. It will be used only for processing, since we plan to group responses to see what types of people responded in particular ways. No one's identity or answers will be revealed.

On the answer sheet. . .

37. Indicate your sex: A = Male B = Female

38. How long have you lived in the district?

- | | |
|----------------------|----------------------|
| A = less than 1 year | D = 6-10 years |
| B = 1-2 years | E = 11 or more years |
| C = 3-5 years | |

39. How many children do you have in school?

- | | |
|------------------|--------------------------|
| A = none | C = 3-5 children |
| B = 1-2 children | D = more than 6 children |

40. Which best describes where you live?

- | | |
|-----------------------------------|-------------------------|
| A = Home/condominium you own | D = Trailer/mobile home |
| B = Apartment | E = Other |
| C = Home/dwelling owned by others | |

41. Are you head of the household? A = Yes B = No

42. When was the last time you visited one of the schools?

- | | |
|------------------------------|----------------------------------|
| A = Within the last 6 months | C = Within the last 18-24 months |
| B = Within the last year | D = More than 2 years ago |

43. Are you self-employed? A = Yes B = No

44. What is your race?

- | | | |
|-----------|--------------|-----------|
| A = White | C = Hispanic | E = Other |
| B = Black | D = Oriental | |

Please use the remaining space to make any additional comments. Feel free to add a sheet and return it with your answer sheet and this folded form.

SCHOOL REPORT CARD

Our district is very interested in knowing how you feel about some things. First we want to know what you think the schools' goals should be. And we also want to know which goals you feel we should stress and which goals are of lesser importance. Then we want to know how well you think we're meeting those goals. That's what this survey is for.

On the inside pages you'll find a list of statements. Each is a possible goal for students. On the first page, we're going to ask you to grade us by giving us an A, B, C, D, or E, depending upon how well you think we meet the goals now. On the opposite page we want you to tell us how important you think each goal is by giving each statement a rating.

Folded inside you'll also find an answer sheet, which we'll use to have everyone's responses tabulated on a computer. Unless you want us to know that you were the one who filled out the answer sheet, please don't sign your name. We guarantee that every person's answers will be kept absolutely confidential. They'll only be used to help us find out how you, our taxpayers, feel about what we ought to be doing for students and how well we're doing it.

It's important that you fill out the answer sheet carefully. PLEASE USE A DARK LEAD PENCIL AND FILL IN EACH CIRCLED LETTER ON THE ANSWER SHEET COMPLETELY. The machine which scores these is very sensitive, but it will not pick up answers written in ink. Each page has different instructions on it, so please read them before you begin responding.

The answer sheet should be used only to fill in the circles. If you want to write any additional comments, please use the section provided for that purpose on the last page of the folded form. Then return your answer sheet and any comments to:

THANKS FOR TAKING YOUR TIME TO HELP!

© Copyright 1987 by the Wisconsin School Evaluation Consortium. All rights reserved.

DATA PROCESSING CODE NUMBER SEC 101

X5 ANSWER SHEET

Listed below are several goal statements. To let us know how well you think we're achieving each one, there are letter grades in the right hand column that correspond to the letters on the answer sheet.

If you darken the circled letter:

A it means you think our schools are doing an EXCELLENT job

B it means you think we're doing a GOOD job

C it means we're doing an AVERAGE job

D it means we're doing a POOR job

E it means we're FAILING to help students achieve this goal

Now look at the same list of goals again. This time we want you to rate each one in importance. Use the following scale on your answer sheet:

A means the goal is VERY IMPORTANT

B means the goal is IMPORTANT

C means the goal is SOMEWHAT IMPORTANT

D means the goal is NOT VERY IMPORTANT

E means the goal should be ELIMINATED

Make sure you are now using item #19 on your answer sheet.

GRADING OUR SUCCESS

RANKING GOALS

A	B	C	D	E	(1) Students learn to be good citizens.	(19)	A	B	C	D	E
A	B	C	D	E	(2) Students learn to respect and get along with people who think, dress, and act differently.	(20)	A	B	C	D	E
A	B	C	D	E	(3) Students learn about and try to understand the changes that take place in the world.	(21)	A	B	C	D	E
A	B	C	D	E	(4) Students develop skills in reading, writing, speaking, and listening.	(22)	A	B	C	D	E
A	B	C	D	E	(5) Students understand and practice democratic ideas and ideals.	(23)	A	B	C	D	E
A	B	C	D	E	(6) Students learn how to examine and use information.	(24)	A	B	C	D	E
A	B	C	D	E	(7) Students learn to understand and practice skills of family living.	(25)	A	B	C	D	E
A	B	C	D	E	(8) Students learn to respect and get along with people with whom we all work and live.	(26)	A	B	C	D	E
A	B	C	D	E	(9) Students learn skills to enter a specific field of work.	(27)	A	B	C	D	E
A	B	C	D	E	(10) Students learn how to be good managers of money, property, and resources.	(28)	A	B	C	D	E
A	B	C	D	E	(11) Students develop a desire for learning now and in the future.	(29)	A	B	C	D	E
A	B	C	D	E	(12) Students learn how to use leisure time.	(30)	A	B	C	D	E
A	B	C	D	E	(13) Students understand and use good health and safety practices.	(31)	A	B	C	D	E
A	B	C	D	E	(14) Students learn to appreciate culture and beauty in the world.	(32)	A	B	C	D	E
A	B	C	D	E	(15) Students gain information needed to select a job.	(33)	A	B	C	D	E
A	B	C	D	E	(16) Students develop pride in work and feelings of self-worth.	(34)	A	B	C	D	E
A	B	C	D	E	(17) Students develop good character and self-respect.	(35)	A	B	C	D	E
A	B	C	D	E	(18) Students develop skills in mathematics and science.	(36)	A	B	C	D	E

Is there anything else you would like to tell us about your schools? If so, please make comments in the space below.

Now you should be working on item number 33 on the answer sheet. In this section, the directions for answering are given with each item.

33. Darken the circle showing the number of children you have in school.
- | | |
|------------------|------------------------|
| A = none | C = 3-4 children |
| B = 1-2 children | D = 5 or more children |
34. Using A = Male and B = Female, indicate your sex.
35. How long have you lived in the school district?
- | | |
|----------------------|----------------------|
| A = less than 1 year | C = 4-6 years |
| B = 1-3 years | D = 7 or more years. |
36. How often do you confer with a teacher, counselor, or administrator?
- | | |
|-----------------------|------------------------------|
| A = Rarely or never | C = About 2-3 times a year |
| B = About once a year | D = More than 3 times a year |
37. Which best describes where you now live?
- | | |
|-----------------------------------|----------------------------|
| A = Home/condominium you own | D = Trailer or mobile home |
| B = Apartment | E = Other |
| C = Home/dwelling owned by others | |
38. What is your education level?
- | | |
|--|-----------------------------------|
| A = Completed elementary school | D = College graduate |
| B = Completed high school | E = Completed work beyond college |
| C = Completed some training beyond high school | |
39. What is your employment status?
- | | | |
|--------------|----------------|-------------|
| A = Employed | B = Unemployed | C = Retired |
|--------------|----------------|-------------|

USE THE SPACE BELOW TO WRITE ANY ADDITIONAL COMMENTS YOU HAVE. DO NOT WRITE ON THE ANSWER SHEET!

PARENT SURVEY

Our staff has been busy for the past several months doing a thorough evaluation of our education program. Part of that evaluation will include what you, as parents of students, think about how well we're doing. So we're sending one of these surveys home with the oldest child of each family enrolled in the school. And we're asking you to take a few minutes to fill out the answer sheet that's folded inside this questionnaire and then have your child return it to his or her teacher as soon as possible.

Unless you want us to know that you were the one who filled out the answer sheet, please don't put your name on it. We guarantee that every person's answers will be kept absolutely confidential. They will be used only to help us find out how our students' parents feel as a group about how well we're doing in providing the best education possible for your children.

How to Fill Out the Answer Sheet.

We're going to use a computer to tabulate the responses. Because we'll be data processing all the answers, it's important that you fill out the answer sheet carefully. PLEASE USE A DARK LEAD PENCIL AND FILL IN EACH CIRCLE COMPLETELY. The data processing scanner is very sensitive, but it will not pick up any answers written in ink.

Each of the pages on this survey form has some statements on it. They are numbered consecutively, but each page has different instructions on it about how to choose your answers. Please be sure to read them before you start responding to the statements on each page.

The answer sheet should be used only to fill in the circles. If you want to write any additional comments, please use the section provided for that purpose on the last page of the questionnaire form.

Listed below are several statements about your child's school. Please respond to each one on the answer sheet. Use the following scale:

- A = means you STRONGLY AGREE with the statement
- B = means you AGREE with the statement
- C = means you DISAGREE with the statement
- D = means you STRONGLY DISAGREE with the statement
- E = means you are UNCERTAIN or HAVE NO STRONG FEELING

1. The quality of education offered students is high.
2. Teachers' standards for students is about right, neither too high nor too low.
3. My child(ren) gets about the right amount of personal attention and guidance from the school.
4. Health concerns are treated appropriately by the school.
5. The school does a good job in promoting self-understanding, self-responsibility, and decision-making for my child(ren).
6. The school does a good job in promoting sound values for my child(ren).
7. The school handles discipline well.
8. It isn't difficult to make appointments and see teachers.
9. Administrators are available when I want to see them.
10. Teachers are concerned about students as individuals.
11. The community is proud of this school.
12. The school's curriculum is comprehensive but not too broad.
13. The school plays an important role in the life of this community.
14. The school uses staff and financial resources wisely.
15. The school needs more financial support than it now gets if it is to continue to be effective.
16. My child(ren) looks forward to going to school with enthusiasm.
17. Teacher unrest and dissatisfaction are not critical problems here.
18. Most parents are interested in the school and willing to get involved in school activities.

Please continue answering on the sheet. You should now be starting on item number 19. In this section, we want you to tell us how much emphasis you think the school should place on the goals and activities listed below.

This time we'd like you to use the following scale:

- A = means you think there should be MORE EMPHASIS
- B = means you think there should be the SAME EMPHASIS AS NOW
- C = means you think there should be LESS EMPHASIS
- D = means you think the school SHOULD NOT BE RESPONSIBLE
- E = means you are UNCERTAIN

19. Preparing students in basic reading, writing, and math skills.
20. Preparing students for appropriate use of leisure time.
21. Preparing students to be responsible citizens.
22. Shaping behavior in the classroom and on the playground.
23. Teaching consideration of others in work and play.
24. Promoting respect for authority.
25. Promoting respect for school rules.
26. Developing an understanding of and appreciation for racial, cultural, social, and ethnic differences among people.
27. Developing an understanding of and appreciation for our cultural heritage.
28. Teaching about and accommodating children's interests in music.
29. Teaching about and accommodating children's interests in art.
30. Teaching children how to recreate and exercise their bodies.
31. Teaching children how to use library and audio-visual resources.
32. Teaching children about their bodies and how to promote life long good health.

(Please turn over to last page.)

EMPLOYER SURVEY

As an employer or potential employer of our students and graduates, you probably know better than nearly anyone what things our schools do well and what things they could do better. That's what this survey is for. To have you tell us what we're doing that you feel is satisfactory and what you think we need to do better.

Please fill out as much of this survey as you think appropriate. If there are some questions you feel you can't or shouldn't answer, don't. Be assured that your identity will be kept confidential and that the information you give us will be used only to help make education better for students who might be employed by you in the future.

* * * * *

* * * * *

Business or Company Name

Your Name and Title (optional)

Street Address

Your Position (owner, manager, supervisor)

City, State

Zip Code

Business Phone (include area code)

1. How many of our students do you employ each year?

- ☐ 10 or more ☐ 1-2 students
☐ 6-9 students ☐ none or doesn't
☐ 3-5 students ☐ apply

3. How many total employees are there in your business or company?

- ☐ 1-5 employees ☐ 21-50
☐ 6-10 ☐ 51-100
☐ 11-20 ☐ more than 100

2. How long have you been employing our students?

- ☐ less than 1 year ☐ 6 or more years
☐ 2-3 years ☐ doesn't apply
☐ 4-5 years

4. How many of our students do you consider "good" employees?

- ☐ most ☐ few
☐ some ☐ none or doesn't
 apply

RATING STUDENT EMPLOYEES

Please rate our students' preparation and abilities, using the following scale:

E = EXCELLENT G = GOOD F = FAIR P = POOR ? = UNCERTAIN OR DOESN'T APPLY

How do you rate our students'

- | | | | | | |
|---|---|---|---|---|---|
| 5. ability to read what is necessary to do the job? | E | G | F | P | ? |
| 6. ability to write clearly and legibly? | E | G | F | P | ? |
| 7. ability to compute figures? | E | G | F | P | ? |
| 8. ability to speak clearly and intelligently? | E | G | F | P | ? |
| 9. willingness to be trained? | E | G | F | P | ? |
| 10. attitudes toward working? | E | G | F | P | ? |
| 11. to deal with the public? | E | G | F | P | ? |
| 12. to be courteous with the public and co-workers? | E | G | F | P | ? |
| 13. to cooperate and get along with supervisors? | E | G | F | P | ? |
| 14. to get along with supervisors? | E | G | F | P | ? |
| 15. to follow directions? | E | G | F | P | ? |
| 16. to complete tasks thoroughly and competently? | E | G | F | P | ? |
| 17. to work without excessive supervision? | E | G | F | P | ? |
| 18. to handle money? | E | G | F | P | ? |
| 19. to initiate work on their own? | E | G | F | P | ? |
| 20. to operate machines and equipment? | E | G | F | P | ? |
| 21. reliability? | E | G | F | P | ? |
| 22. trustworthiness? | E | G | F | P | ? |
| 23. punctuality? | E | G | F | P | ? |
| 24. overall preparation for work | E | G | F | P | ? |
| 25. overall job performance? | E | G | F | P | ? |

YOU CAN TELL US

1. What additional training, academic preparation, and attitude development do you feel we should be providing to get students ready for the world of work?
2. In your opinion, what are the best things about our students as employees?
3. Will you continue to hire our students and graduates?

Please use the remaining space to make any additional comments or suggestions you have for us.

WE REALLY APPRECIATE YOUR TAKING THE TIME TO HELP US!

COMMUNITY FORUM

Our district is very interested in knowing how you feel about what kind of job your schools are doing and how well we're using the resources you provide us. That's what this survey is for. To get your views on these things.

We're going to use a computer to tally all the responses. Because we'll be data processing all the surveys, it's important that you fill out the answer sheet carefully. Please use a DARK LEAD PENCIL and fill in each circled letter or number on it completely. The scanning machine is very sensitive but it will not pick up any responses made in ink. If no answer sheet has been provided, please fill out the survey anyway by circling your answers right on this questionnaire.

You'll notice we've coded a number on your answer sheet. That number will be used ONLY to help us with any followup mailings we need to do to get back as many surveys as we can. It will not be used to identify individuals for any other purpose. We guarantee that every person's answers will be kept absolutely confidential and used just to find out your opinions.

Before you begin answering the questions on the pages that follow, we'd like some information about the kinds of people who are completing the survey.

BACKGROUND INFORMATION

Please locate the SPECIAL CODES section in the corner of your answer sheet. In that section, you'll find columns with letter headings from A to J. Darken the circle in each column that is the same as the number response you choose from each of the items below.

• In column A, indicate your sex.

0 = Male 1 = Female

• In column B, indicate your race.

0 = White 3 = Oriental
1 = Black 4 = Indian
2 = Hispanic 5 = Other

• In column C, show which best describes where you now live.

0 = Home/condominium you own
1 = Home/dwelling you don't own
2 = Apartment
3 = Trailer/mobile home
4 = Other

• In column D, indicate your annual income (optional).

0 = \$5,000 or less
1 = \$6,000-10,000
2 = \$11,000-15,000
3 = \$16,000-20,000
4 = \$21,000-25,000
5 = \$26,000-35,000
6 = More than \$35,000

• In column E, indicate your current occupation.

0 = Professional (doctor, lawyer, teacher)
1 = Manager, executive, administrator
2 = Salesperson
3 = Clerical worker
4 = Semi-skilled worker
5 = Skilled worker (plumber, electrician)
6 = Service (minister, social worker)
7 = Self-employed
8 = Other

• In column F, indicate your educational level.

0 = Completed elementary or junior high
1 = Completed some high school
2 = Completed high school
3 = Completed training beyond high school
4 = Completed some college work
5 = Completed college
6 = Completed graduate work beyond college

• In column G, indicate your marital status.

0 = Unmarried 1 = Married

DATA PROCESSING CODE NUMBER: SEC 103

X5 ANSWER SHEET

ACADEMIC PROGRAM

The heart of any school system is its instructional program. There are many things a school can teach but all that is taught should mirror community values. With that in mind, we'd like two kinds of opinions about what we try to provide students in our academic program. Those goals or aims which we attempt to provide are listed below.

IMPORTANCE OF ACADEMIC AIMS

Please find item number one on your answer sheet. The first 17 items will be used to tell us how much emphasis you believe we should put on each of the aims listed below. If you do not have a separate answer sheet, simply circle the one best response for each item in the left hand column beside the academic aims. If you're using an answer sheet, darken the circled letter that corresponds with your choice for each aim, using the scale below:

- A means you think there should be MORE EMPHASIS ON THIS AIM.
 B means you think there should be the SAME EMPHASIS AS NOW on this aim.
 C means you think there should be LESS EMPHASIS on this aim.
 D means you think the schools should NOT BE RESPONSIBLE for this aim.

Educational Aims

We attempt to teach all students to:

- | | | |
|-------------|--|---------------|
| 1. A B C D | read, write, and compute numbers | 18. A B C D E |
| 2. A B D D | use money wisely | 19. A B C D E |
| 3. A B C D | use leisure time wisely | 20. A B C D E |
| 4. A B C D | take part in community affairs | 21. A B C D E |
| 5. A B C D | know about marriage and family affairs | 22. A B C D E |
| 6. A B C D | prepare students for the world of work | 23. A B C D E |
| 7. A B C D | learn to get along with all kinds of people | 24. A B C D E |
| 8. A B C D | understand their own talents and abilities | 25. A B C D E |
| 9. A B C D | have good consumer skills | 26. A B C D E |
| 10. A B C D | know how to make good career choices | 27. A B C D E |
| 11. A B C D | learn how to solve problems | 28. A B C D E |
| 12. A B C D | learn to make good choices and decisions | 29. A B C D E |
| 13. A B C D | understand government and bureaucracies | 30. A B C D E |
| 14. A B C D | appreciate culture and beauty | 31. A B C D E |
| 15. A B C D | develop good study habits | 32. A B C D E |
| 16. A B C D | develop life long physical fitness | 33. A B C D E |
| 17. A B C D | understand technology (computers, electronics) | 34. A B C D E |

RATING THE SCHOOLS

Now we want you to tell us how well you think we do on each of the aims above. If there is no separate answer sheet, go to the right hand column and circle your responses. If you have an answer sheet, darken the circled letter that corresponds with your choice, using this scale:

- A means the schools are doing an EXCELLENT job.
 B means the schools are doing a GOOD job.
 C means the schools are doing a FAIR job
 D means the schools are FAILING to achieve this aim.
 E means you are UNCERTAIN.

Please make sure you are beginning on question 18 on the answer sheet.

MEETING ALL STUDENTS NEEDS

Public schools have a social obligation to teach all children. In this section, we'd like your opinion about how well we deal with different types of students. Circle your responses on this form, if there is no answer sheet provided. If you have an answer sheet, darken the circled letter showing your choices, using the following codes.

- A = THE SCHOOLS ARE DOING A SUPERIOR JOB WITH THESE STUDENTS
 B = THE SCHOOLS ARE DOING A GOOD JOB WITH THESE STUDENTS
 C = THE SCHOOLS ARE DOING A FAIR JOB WITH THESE STUDENTS
 D = THE SCHOOLS ARE DOING A POOR JOB WITH THESE STUDENTS
 E = I AM UNCERTAIN ABOUT HOW THE SCHOOLS ARE DOING WITH THESE STUDENTS

Make sure you are now on question number 35 on your answer sheet.

Types of Students

How well do the schools provide for students who. . .

- | | |
|--|-----------|
| 35. are planning on going to college | A B C D E |
| 36. are academically gifted | A B C D E |
| 37. required specialized help with learning | A B C D E |
| 38. are planning to get a job right after graduation | A B C D E |
| 39. have one or more physical handicaps | A B C D E |
| 40. are shy | A B C D E |
| 41. have average academic abilities | A B C D E |
| 42. have poor academic abilities | A B C D E |
| 43. have family or other problems outside of school | A B C D E |
| 44. are members of minority racial or ethnic groups | A B C D E |
| 45. are boys | A B C D E |
| 46. are girls | A B C D E |
| 47. are potential dropouts | A B C D E |
| 48. have special talents in the arts | A B C D E |

STUDENT ACTIVITIES

Our secondary schools in particular offer extra curricular activities for students. In this section, we'd like your opinions about the amount of emphasis we should place on supporting the activities listed below. If you have no answer sheet, circle your response. If you are using a separate answer sheet, darken the circled letter using the following codes:

- A means you think there should be MORE EMPHASIS on this activity
 B means you think there should be the SAME EMPHASIS AS NOW
 C means you think there should be LESS EMPHASIS
 D means you think this activity should be ELIMINATED

Make sure you are now on question number 49 on the answer sheet.

Activities

- | | |
|--|---------|
| 49. interscholastic, competitive sports for boys | A B C D |
| 50. interscholastic, competitive sports for girls | A B C D |
| 51. intramural sports for all students | A B C D |
| 52. theatre performing arts | A B C D |
| 53. music performing arts | A B C D |
| 54. forensic, public speaking, and debate | A B C D |
| 55. student publications (school newspaper, yearbook, etc.) | A B C D |
| 56. clubs related to academics (Latin Club, Future Farmers of America, etc.) | A B C D |
| 57. service clubs (Student Council, cheerleaders, pom pom squad, etc.) | A B C D |
| 58. student interest clubs (Chess Club, Bowling Club, etc.) | A B C D |

RESOURCES

There isn't any doubt that the biggest question confronting public education today is how to spend scarce dollars in the wisest way. Choices have to be made. In this section, we want your views on what those choices should be. Listed below is a series of possibilities. Either circle your responses on this sheet, if you have no answer sheet, or darken the circled letter on your answer sheet using the following scale:

- A means you think we should INCREASE spending for this choice
- B means you think we should SPEND THE SAME AMOUNTS AS NOW
- C means you think we should SPEND LESS on this
- D means you think we should eliminate this choice and SPEND NOTHING

Make sure you are now on question number 59 on the answer sheet.

Your Choices on Spending

- | | |
|--|---------|
| 59. updating or expanding facilities | A B C D |
| 60. purchasing modern equipment (typewriters, computers, microwave ovens, etc.) | A B C D |
| 61. equipping our media centers with more books and audio visual machines and programs | A B C D |
| 62. equipping our indoor physical education facilities | A B C D |
| 63. providing outdoor athletic facilities | A B C D |
| 64. purchasing books and lab equipment for classroom use | A B C D |
| 65. providing instruction in basic academics | A B C D |
| 66. providing instruction for the academically gifted | A B C D |
| 67. providing instruction for students who are academically handicapped | A B C D |
| 68. providing student meals | A B C D |
| 69. providing uniforms, transportation, and coaching for sports | A B C D |
| 70. providing intramural sports | A B C D |
| 71. supporting other extra curricular activities | A B C D |
| 72. providing professional growth activities for staff | A B C D |
| 73. providing curriculum and instructional planning time for staff | A B C D |
| 74. providing bus transportation for students | A B C D |
| 75. providing health services | A B C D |
| 76. providing instruction in vocational and career related areas | A B C D |
| 77. providing advanced instruction in academic areas | A B C D |
| 78. providing appropriate areas for performing groups in music, art, and drama | A B C D |
| 79. providing a public information program for the community | A B C D |

THE FINAL WORD

Please use the remaining space to make any additional comments you'd like to give us.

WE APPRECIATE YOUR TAKING THE TIME TO SHARE YOUR VIEWS WITH US!

© Copyright 1981 by the Wisconsin School Evaluation Consortium. All rights reserved.

STUDENT
PROFILE

ENROLLMENTS

DISTRICT

5 Years Ago	3 Years Ago	This Year	Projected Next Year	Projected 5 Years

PROGRAM BY PROGRAM (Shown in percentage of total student enrollment)

	5 Years Ago	3 Years Ago	This Year	Projected Next Year	Projected 5 Years
All Elementary Students					
All Middle/Junior High Students					
All Others by Program Below					
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
TOTALS					

Number of students in nonpublic schools:

elementarymiddlesecondary

STUDENT RACIAL/ETHNIC DISTRIBUTIONS

DISTRICT (Shown in percentage of total enrollment)

	White	Black	Hispanic	Indian	Other
5 Years Ago					
This Year					

PROGRAM BY PROGRAM (Shown in percentage of total enrollment)

Program	5 Years Ago					This Year				
	W	B	H	I	O	W	B	H	I	O
All Elementary Students										
All Middle/Junior High Students										
All Others by Program										
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
16.										
17.										
18.										
19.										
20.										
21.										
22.										
23.										
24.										
25.										

STUDENT EDUCATIONAL AND OCCUPATIONAL INTENTIONS AND FOLLOWUP

INTENTIONS	Men	Women	Total	
			#	%
Attend 4 year institution				
Attend other postsecondary school				
Continue education but undecided on type				
End formal education with high school graduation				
Undecided about further education				
Unknown				
TOTALS				

RESULTS OF FOLLOWUPS	Men	Women	Total	
			#	%
Attend 4 year institution				
Attend other postsecondary school				
Occupations: (identify)				
Homemaker				
Unemployed				
Unknown				
TOTALS				

1. How do these distributions differ from those 5 years ago?

2. To what extent is this information used by staff to identify student needs?

STUDENT ACHIEVEMENT MATRIX

		SCORES				
PROGRAM	Administered To?	5 Years Ago	3 Years Ago	2 Years Ago	Last Year	This Year
Test Name						
PROGRAM						
Test Name						
PROGRAM						
Test Name						
PROGRAM						
Test Name						
PROGRAM						
Test Name						

SPECIAL STUDENTS

DISTRICT (Shown in percentage of total enrollments)

Student Type	5 Years Ago		3 Years Ago		This Year	
	Boys	Girls	Boys	Girls	Boys	Girls
Physically/Multiply Handicapped						
Trainable/Multiply Handicapped						
Educable/Multiply Handicapped						
Learning Disabled						
Behavior Disordered						
Hearing Handicapped						
Visually Impaired						
Deaf and Blind						
Early Childhood						
English as Second Language						
Preschool Language						
Gifted and Talented						
Single Parent						
Working						
Other (specify)						
TOTALS						

MENTAL ABILITIES OF STUDENTS

Grade Level	Range	Range	Range	Range

Test(s) used?

When administered and to whom:

DROPOUTS

DISTRICT (Shown in percentages of total enrollment)

5 Years Ago	3 Years Ago	Last Year	This Year

DISTRICT BY SEX (Shown in percentages of total enrollment)

	5 Years Ago	3 Years Ago	Last Year	This Year
Male				
Female				

DISTRICT BY RACIAL/ETHNIC IDENTITY

	5 Years Ago	3 Years Ago	Last Year	This Year
Black				
Hispanic				
American Indian				
White				
Other				

DISTRICT BY REASON

	5 Years Ago	3 Years Ago	Last Year	This Year
Employment				
Expulsion				
Health				
Marriage				
Needed at Home				
Compulsory Age				
Attend Other School				
Poor Scholarship				

FOLLOW-UP STUDY OF GRADUATES

CLASS OF 19__

CATEGORIES	Boys	Girls	Total	
			Number	Percent
Schools leading to a bachelor's degree				
Other schools beyond secondary school				
Professional, technical and kindred workers				
Farmers, and farm managers				
Managers, officials, and proprietors				
Clerical and kindred workers				
Sales workers				
Craftsmen, foremen, and kindred workers				
Operatives (machines, trucks), miners, kindred workers				
Military service				
Service workers				
Laborers				
Homemakers				
Unemployed				
Unknown				
TOTAL				

Excerpted from the NCA GUIDE FOR SCHOOL EVALUATION, 1976 Edition, NCA Commission on Schools, 1221 University Avenue, Boulder, Colorado, 80302, p. 91.

MASTER TIME SCHEDULE: ELEMENTARY

ALLOCATED MINUTES PER WEEK

	1st	2nd	3rd	4th	5th	6th	7th	8th
TOTAL SCHOOL TIME PER WEEK								
SUBJECTS AND ACTIVITIES								
Reading								
Math								
Lang Arts/Composition								
Spelling								
Science								
Social Studies								
TOTAL MINUTES/WEEK: BASIC SKILLS								
% OF TOTAL TIME PER WEEK								
Music								
Art								
Physical Education								
Health & Safety								
Handwriting								
TOTAL MINUTES PER WEEK								
% OF TOTAL TIME PER WEEK								
Student Recess								
Teacher Planning								
Other (specify)								
TOTAL MINUTES PER WEEK								
% OF TOTAL TIME PER WEEK								

MASTER TIME SCHEDULE: DEPARTMENTALIZED

ALLOCATED MINUTES PER WEEK

	6th	7th	8th	9th	10th	11th	12th
TOTAL MINUTES PER WEEK							
SUBJECTS/DEPARTMENTS							
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
TOTAL INSTRUCTIONAL TIME/WEEK							
% OF TOTAL TIME/WEEK							
MINUTES/WEEK TEACHER PLANNING TIME							
% OF TOTAL TIME/WEEK							
MINUTES/WK STUDENT STUDY/UNSCHEDULED							
% OF TOTAL TIME/WEEK							
MINUTES/WK NONINSTRUCTIONAL ACTIVITY TIME (i.e., homeroom, lunch, extra- curriculars, sports, assemblies, etc.)							
% OF TOTAL TIME/WEEK							

GRADUATE QUESTIONNAIRE

You as an alumni of our school system probably know better than nearly anybody what things our schools do well and what things they could do better. That's what this survey is for. To have you tell us something about what you've been doing since you graduated from high school, what you're doing now, and most important, your opinions about what you'd like to see us do differently.

Please fill out as much of this survey as you think appropriate. If there are some questions you feel you can't or shouldn't answer, don't. If, for example, you'd be willing to give us most of the information we're requesting but not put your name on the survey, that's fine. But we do use these surveys as one source for contacting people again later, so knowing your name and address would help us. Be assured that your identity will be kept confidential and that the information you give us will be used only to help make education better for the students who follow you in our system.

We'd really appreciate your filling out as much of this as you want to share and then returning the survey in the stamped, self-addressed envelope we've provided.

PERSONAL INFORMATION

Name _____

Address _____

City _____

State _____

Zip _____

Phone (area code) _____

Year of High School Graduation _____

1. What is your sex? ☐ Male ☐ Female

2. What is your race? (check one)

- ☐ White ☐ Oriental
☐ Black ☐ American Indian
☐ Hispanic ☐ Other

3. Which best describes where you now live?

- ☐ One family home you own
☐ Condominium or multiple family dwelling you own
☐ Apartment
☐ Dormitory
☐ Trailer or mobile home
☐ Other

4. What is your annual income?

- ☐ \$5,000 or less
☐ \$6,000-\$10,000
☐ \$11,000-\$15,000
☐ \$16,000-\$20,000
☐ \$21,000-\$25,000
☐ More than \$26,000

5. Are you married? ☐ Yes ☐ No

6. Present Status (check all that apply or write in your status)

- ☐ Working for pay, full time
☐ Working for pay, part time
☐ Serving as a volunteer
☐ Self-employed
☐ Homemaker
☐ Attending a 4 year college, part time
☐ Attending a 4 year college, full time
☐ Attending a technical or training school, part time
☐ Attending a technical or training school, full time
☐ In the armed service
☐ Other (please specify) _____

7. How many children do you have?

- ☐ None
☐ 1-2 children
☐ 3-5 children
☐ More than 6 children

8. If you are employed, please specify your current occupation.

- ☐ Professional (doctor, lawyer, teacher)
☐ Manager, executive, administrator
☐ Salesperson
☐ Clerical worker
☐ Semi-skilled worker
☐ Skilled worker (plumber, electrician, etc.)
☐ Service (minister, social worker, etc.)
☐ Self-employed business person
☐ Other (please specify) _____

9. What is your education status?

- ☐ Completed some college work
☐ College graduate
☐ Completed some training courses
☐ Training or technical school graduate
☐ Completed some graduate work beyond college
☐ Hold advanced degree

YOUR SCHOOL EXPERIENCE

We've listed below some of the things we try to provide students. And we'd like two kinds of opinions about them. In the left hand column, please check "yes" if you feel the skill or knowledge listed in the center is an important thing for our schools to do. Check "no" if you don't feel it's important.

Then in the right hand column, we'd like you to tell us how much we helped you with each of these things. So for each item, you'll check a space in the left and a space in the right column.

IMPORTANT?			HOW MUCH WE HELPED YOU		
Yes	No		Much	Some	Little
—	—	a. Learning to use leisure time	a. —	—	—
—	—	b. Taking part in community affairs	b. —	—	—
—	—	c. Learning about marriage and family affairs	c. —	—	—
—	—	d. Preparing students for employment	d. —	—	—
—	—	e. Learning to get along with people of all kinds	e. —	—	—
—	—	f. Understanding your ability and interests	f. —	—	—
—	—	g. Learning to read well and critically	g. —	—	—
—	—	h. Learning to write clearly	h. —	—	—
—	—	i. Learning public speaking skills	i. —	—	—
—	—	j. Learning math skills	j. —	—	—
—	—	k. Using money wisely	k. —	—	—
—	—	l. Learning to be a wise consumer	l. —	—	—
—	—	m. Learning to make good career choices	m. —	—	—
—	—	n. Learning how to solve problems	n. —	—	—
—	—	o. Learning to make decisions and set priorities	o. —	—	—
—	—	p. Understanding government and bureaucracies	p. —	—	—
—	—	q. Appreciating the fine arts	q. —	—	—
—	—	r. Developing good study habits	r. —	—	—
—	—	s. Developing physical fitness skills	s. —	—	—

1. What didn't we help you learn in school that you think we should have?
2. What was there about your school experience that made the most favorable impression on you?
3. If there were one thing you could change to improve our schools, what would it be?
4. Are there any additional things we should have done to prepare you better for education beyond high school or for the world of work?

THANKS MUCH FOR TAKING YOUR TIME TO HELP US!

SCHOOL RELATIONSHIPS OPINIONNAIRE

We are conducting an evaluation of our district so that we can make school better for you. We need your opinions about your school and are asking you to fill out this questionnaire for us. The answers you give will be kept strictly confidential. In fact, we do NOT want you to sign your name. But we would like a little information about the kinds of students who are filling out this survey. Other students will be responding to the same items. Our plan is to combine what many students say to get an overall picture of how you and they feel. There are no right or wrong answers. What we want is your judgement.

How to Fill Out the Survey

If you've been provided an answer sheet, please use it to respond to all the items in the survey. Darken each response you choose carefully and completely. Please use a DARK LEAD PENCIL not a pen. The scanning machine is very sensitive, but it will not pick up answers written in ink. If you have no answer sheet, just circle your responses right on this form.

BACKGROUND INFORMATION

Please locate the SPECIAL CODES section of your answer sheet. In that section, you'll find columns with letter headings from A to J. Darken the circle in each column that is the same as the number response you choose for each of the items below.

In column A, indicate your grade.

- | | |
|---------|----------|
| 0 = 6th | 4 = 10th |
| 1 = 7th | 5 = 11th |
| 2 = 8th | 6 = 12th |
| 3 = 9th | |

In column B, indicate your race

- | | |
|--------------|--------------|
| 0 = White | 3 = Oriental |
| 1 = Black | 4 = Indian |
| 2 = Hispanic | 5 = Other |

In column C, indicate your overall grades in school.

- | | |
|-------------|------------------|
| 0 = A's | 4 = C's |
| 1 = A's/B's | 5 = C's/D's |
| 2 = B's | 6 = D's or lower |
| 3 = B's/C's | |

In column D, show how long you've attended school in this district.

- | | |
|----------------------|----------------|
| 0 = less than 1 year | 3 = 6-10 years |
| 1 = 1-2 years | 4 = 11 or more |
| 2 = 3-5 years | |

In column E, show which best describes where you now live.

- | |
|-------------------------------------|
| 0 = Home or condominium you own |
| 1 = House or dwelling you don't own |
| 2 = Apartment |
| 3 = Mobile or trailer home |
| 4 = Other |

In column F, show who is the head of the household you now live in

- | | |
|----------------|----------------------|
| 0 = Father | 4 = Foster parent |
| 1 = Stepfather | 5 = Other relative |
| 2 = Mother | 6 = Group home adult |
| 3 = Stepmother | 7 = Yourself |

In column G, show how far the head of your household has gone in school.

- | |
|--|
| 0 = Through elementary or junior high |
| 1 = Through part of high school |
| 2 = Through high school |
| 3 = Through some training beyond high school |
| 4 = Through some college work |
| 5 = Through college |
| 6 = Through graduate work beyond college |

In column H, show what you plan to do right after high school.

- | |
|---|
| 0 = Go to college |
| 1 = Go to a technical school or training course |
| 2 = Get a job |
| 3 = Become a full time homemaker |
| 4 = Join the service |
| 5 = Other |

In column I, show how often a parent or an adult you live with asks about or helps you with your school work.

- | | |
|---------------|------------------|
| 0 = Often | 2 = Never |
| 1 = Sometimes | 3 = I live alone |

DATA PROCESSING CODE NUMBER: SEC 106

X5 ANSWER SHEET

YOUR OPINIONS

If you have not been given an answer sheet, circle the one best response to each statement right on this form. If you have an answer sheet, turn it so that you are ready to begin with item #1. Then give us your honest opinion about each statement, using the following scale:

- A = TRUE with few or no exceptions
 B = TRUE but with some exceptions
 C = TRUE but with many exceptions
 D = FALSE
 E = UNCERTAIN

- | | | | | | |
|---|---|---|---|---|---|
| 1. Teachers in general are understanding, helpful, and friendly to students. | A | B | C | D | E |
| 2. Teachers rarely try to make students feel stupid in class. | A | B | C | D | E |
| 3. Teachers rarely embarrass students in front of the class. | A | B | C | D | E |
| 4. Teachers frequently are available to students for individual conferences, both during and apart from regular school hours. | A | B | C | D | E |
| 5. Teachers usually can call each student in class by name. | A | B | C | D | E |
| 6. Some teachers feel their classes are the only important thing in the school. | A | B | C | D | E |
| 7. Many teachers on the staff know "how to take a joke." | A | B | C | D | E |
| 8. Teachers usually are friendly and cooperative with each other. | A | B | C | D | E |
| 9. Students usually get along well with each other in this school. | A | B | C | D | E |
| 10. There are few definite cliques from which most students are excluded. | A | B | C | D | E |
| 11. Making friends is very difficult in this school. | A | B | C | D | E |
| 12. There are some sharply divided racial and/or social groups in this school. | A | B | C | D | E |
| 13. Most students in this school associate almost exclusively with the people of their own race. | A | B | C | D | E |
| 14. Students of minority races or of socio-economic levels different from the majority feel wanted in this school. | A | B | C | D | E |
| 15. Many students here know "how to take a joke." | A | B | C | D | E |
| 16. Counselors rarely betray student confidences. | A | B | C | D | E |
| 17. Counselors are usually available to help students at the time of need. | A | B | C | D | E |
| 18. Teachers and counselors try to help students to plan more effectively for their future. | A | B | C | D | E |
| 19. In times of personal troubles, students frequently go to their counselor for help. | A | B | C | D | E |
| 20. It is easy for students in this school to meet with the principal. | A | B | C | D | E |
| 21. The administration (principal and assistant principals) seems to understand and like young people. | A | B | C | D | E |
| 22. Administrators listen carefully to a student's side of an argument. | A | B | C | D | E |
| 23. Administrators treat all teachers with professional concern and personal respect. | A | B | C | D | E |
| 24. Few adults in this school care about students' interests, concerns, or wishes. | A | B | C | D | E |
| 25. Students have little difficulty in this school in getting adults to listen to their ideas. | A | B | C | D | E |
| 26. On the whole, teachers in this school treat students of minority races fairly and equitably. | A | B | C | D | E |
| 27. The school helps every student gain pride in his cultural and racial heritage. | A | B | C | D | E |

- | | | | | | |
|---|---|---|---|---|---|
| 28. Student government in this school deals with matters of direct importance to students. | A | B | C | D | E |
| 29. Student government in this school exercises some real authority—that is, it makes a difference in the general operation of the school. | A | B | C | D | E |
| 30. Most of the classes in the school are interesting. | A | B | C | D | E |
| 31. Students have adequate opportunities during the course of the school day to interact and/or socialize with their fellow students. | A | B | C | D | E |
| 32. In general, students are directly involved in most of the work that goes on in the classroom, with few classes being devoted completely to lecturing. | A | B | C | D | E |
| 33. Too many students in this school cannot be trusted to respect other people's property. | A | B | C | D | E |
| 34. Physical violence (student against student) is a problem in this school. | A | B | C | D | E |
| 35. The school's model of a "good" student and the students' idea of a "good" person are very much the same. | A | B | C | D | E |
| 36. This is a good place for young people to go to school. | A | B | C | D | E |
| 37. A student can be himself and still be accepted by the other students in the school. | A | B | C | D | E |
| 38. A student can be himself and still be accepted by the adults in this school. | A | B | C | D | E |
| 39. Things outside school are far more important to the average student than those which occur in the school. | A | B | C | D | E |

Please use the remaining space for any additional comments.

ELEMENTARY SCHOOL
STUDENT QUESTIONNAIRE

- | | |
|---|---|
| <p>1. My teachers are willing to give me extra help when I need it.</p> <p style="text-align: center;">    </p> <p>2. I am not afraid to say what I think in school.</p> <p style="text-align: center;">    </p> <p>3. There's enough free time for things like games, the library, projects, and free reading.</p> <p style="text-align: center;">    </p> <p>4. I'm learning a lot in school.</p> <p style="text-align: center;">    </p> <p>5. The grades my teacher gives me are fair.</p> <p style="text-align: center;">    </p> <p>6. I know my counselor and have spent some time talking to him or her.</p> <p style="text-align: center;">    </p> <p>7. My counselor really cares about me.</p> <p style="text-align: center;">    </p> <p>8. I like my principal.</p> <p style="text-align: center;">    </p> <p>9. The other boys and girls in my school are friendly.</p> <p style="text-align: center;">    </p> | <p>10. My teachers help me understand my school work.</p> <p style="text-align: center;">    </p> <p>11. I like to use the library.</p> <p style="text-align: center;">    </p> <p>12. I feel free to ask teachers for help anytime I need it.</p> <p style="text-align: center;">    </p> <p>13. I like my teacher.</p> <p style="text-align: center;">    </p> <p>14. I like this school and want to come here every school day.</p> <p style="text-align: center;">    </p> <p>15. I am working hard this year.</p> <p style="text-align: center;">    </p> <p>16. The work the teacher expects of me isn't too hard or too easy. It's just about right.</p> <p style="text-align: center;">    </p> <p>17. After I finish high school, I want to go to college.</p> <p style="text-align: center;">    </p> <p>18. My parents are interested in my school work and help me with it when I need help.</p> <p style="text-align: center;">    </p> |
|---|---|

Adopted from an instrument developed at Wisconsin Pulaski Public Schools District.

YOUTH QUESTIONNAIRE

Our school idstrict is doing an evaluation so that we can make education better for you. We need your opinions and feelings about several matters, however. So we are asking you to complete this survey. The answers you give will be kept strictly confidential. In fact, we do NOT want you to sign your name. But we would like some general information about the kinds of students who are filling out this survey. Other students will be responding to these same items. Our plan is to combine what many students say to get an overall picture of how you and they feel about things.

If you have been provided with an answer sheet for data processing, please use it to mark all your responses. Please make sure you darken the circled numbers and letters showing your answer as well as you can. Use a DARK LEAD PENCIL not a pen. The scanning equipment that will be used is very sensitive, but it will not pick up answers written in ink.

If no answer sheet has been provided, simply circle the one best response on this form.

BACKGROUND INFORMATION

Please locate the SPECIAL CODES section of your answer sheet. In that section, you'll find columns with letter headings from A to J. Darken the circle in each column that is the same as the number response you choose for each of the items below.

In column A, indicate your grade.

- | | |
|---------|----------|
| 0 = 6th | 4 = 10th |
| 1 = 7th | 5 = 11th |
| 2 = 8th | 6 = 12th |
| 3 = 9th | |

In column B, indicate your race.

- | | |
|--------------|--------------|
| 0 = White | 3 = Oriental |
| 1 = Black | 4 = Indian |
| 2 = Hispanic | 5 = Other |

In column C, indicate your overall grades in school.

- | | |
|-------------|------------------|
| 0 = A's | 4 = C's |
| 1 = A's/B's | 5 = C's/D's |
| 2 = B's | 6 = D's or lower |
| 3 = B's/C's | |

In column D, show how long you've attended school in this district.

- | | |
|----------------------|----------------|
| 0 = less than 1 year | 3 = 6-10 years |
| 1 = 1-2 years | 4 = 11 or more |
| 2 = 3-5 years | |

In column E, show which best describes where you now live.

- | |
|-------------------------------------|
| 0 = Home or condominium you own |
| 1 = House or dwelling you don't own |
| 2 = Apartment |
| 3 = Mobile or trailer home |
| 4 = Other |

In column F, show who is the head of the household you now live in.

- | | |
|----------------|----------------------|
| 0 = Father | 4 = Foster parent |
| 1 = Stepfather | 5 = Other relative |
| 2 = Mother | 6 = Group home adult |
| 3 = Stepmother | 7 = Yourself |

In column G, show how far the head of your household has gone in school.

- | |
|--|
| 0 = Through elementary or junior high |
| 1 = Through part of high school |
| 2 = Through high school |
| 3 = Through some training beyond high school |
| 4 = Through some college work |
| 5 = Through college |
| 6 = Through graduate work beyond college |

In column H, show what you plan to do right after high school.

- | |
|---|
| 0 = Go to college |
| 1 = Go to a technical school or training course |
| 2 = Get a job |
| 3 = Become a full time homemaker |
| 4 = Join the service |
| 5 = Other |

In column I, show how often a parent or an adult you live with asks about or helps you with your school work.

- | | |
|---------------|------------------|
| 0 = Often | 2 = Never |
| 1 = Sometimes | 3 = I live alone |

DATA PROCESSING CODE NUMBER: SEC 107

X5 ANSWER SHEET

YOUR OPINIONS

In the sections which follow, we want to find out how you feel about some things. To do that, we're asking that you choose the one best response next to each statement that's closest to your honest opinion. If you have no answer sheet, simply circle your response on this form. If an answer sheet has been provided, darken the circled letter to show how you feel, using the following scale:

A = STRONGLY AGREE

B = AGREE

C = DISAGREE

D = STRONGLY DISAGREE

Make sure you have turned your answer sheet and are now beginning with item #1.

- | | | | | |
|--|---|---|---|---|
| 1. It is sometimes necessary to lie on a job application to get the job you want. | A | B | C | D |
| 2. If one wants to get good grades in school, you sometimes have to cheat. | A | B | C | D |
| 3. It's okay to lie if you're protecting a friend in trouble. | A | B | C | D |
| 4. No matter what your friends think, you should always tell the truth. | A | B | C | D |
| 5. You don't have to cheat on exams to make it in school. | A | B | C | D |
| 6. To get nice things you have to be willing to break the rules or the law. | A | B | C | D |
| 7. Most teachers, principals, and counselors don't really care about most kids. | A | B | C | D |
| 8. It's hard to know who to trust these days. | A | B | C | D |
| 9. I feel lonely often. | A | B | C | D |
| 10. You have to live for today and not worry about what might happen tomorrow. | A | B | C | D |
| 11. It's easier for other people to decide what's right than it is for me to decide. | A | B | C | D |
| 12. The chances for me and my friends making it in life are getting worse, not better. | A | B | C | D |
| 13. My friends don't seem to like me as much as they did in the past. | A | B | C | D |
| 14. Too much of the time I feel awkward and out of place. | A | B | C | D |
| 15. Nobody can know what's going to happen so it's not worth planning for the future. | A | B | C | D |
| 16. Sometimes I feel as if nobody cares about me anymore. | A | B | C | D |
| 17. I often feel it's not worth even trying to change things in my life. | A | B | C | D |
| 18. One problem with the world today is that most people don't believe in anything. | A | B | C | D |
| 19. It seems harder to know how to act today than it used to be. | A | B | C | D |
| 20. My friends seem to change their minds about things more often than they did in the past. | A | B | C | D |
| 21. Lots of times I have trouble deciding which are the right rules to follow because everything changes so fast these days. | A | B | C | D |
| 22. People were better off in the old days when everybody knew just how he or she was supposed to act. | A | B | C | D |

For the next set of items, show how you feel by darkening the circled letter on your answer sheet, using the following scale:

A = USUALLY B = SOMETIMES C = NEVER

Make sure you are now on question #23 on your answer sheet.

- | | | | |
|---|---|---|---|
| 23. Do you believe that most problems will solve themselves if you just don't fool with them? | A | B | C |
| 24. Are you often blamed for things that just aren't your fault? | A | B | C |
| 25. Do you feel that most of the time it doesn't pay to try hard because things never turn out right anyway? | A | B | C |
| 26. Do you feel that most of the time parents listen to what their children have to say? | A | B | C |
| 27. When you get punished does it usually seem it's for no good reason at all? | A | B | C |
| 28. Most of the time do you find it hard to change a friend's opinion (mind)? | A | B | C |
| 29. Do you feel that it's nearly impossible to change your parents' minds about anything? | A | B | C |
| 30. Do you feel that when you do something wrong there's very little you can do to make it right? | A | B | C |
| 31. Do you believe that most kids are just born good at sports? | A | B | C |
| 32. Do you feel that one of the best ways to handle most problems is just not to think about them? | A | B | C |
| 33. Do you feel that when a kid your age decides to hit you, there's little you can do to stop him or her? | A | B | C |
| 34. Have you felt that when people were mean to you it was usually for no reason at all? | A | B | C |
| 35. Most of the time, do you feel that you can change what might happen tomorrow by what you do today? | A | B | C |
| 36. Do you believe that when bad things are going to happen, they just are going to happen no matter what you try to do to stop them? | A | B | C |
| 37. Most of the time do you find it useless to try to get your own way at home? | A | B | C |
| 38. Do you feel that when somebody your age wants to be your enemy, there's little you can do to change matters? | A | B | C |
| 39. Do you usually feel that you have little to say about what you get to eat at home? | A | B | C |
| 40. Do you feel that when someone doesn't like you there's little you can do about it? | A | B | C |
| 41. Do you usually feel that it's almost useless to try in school because most other children are just plain smarter than you? | A | B | C |
| 42. Are you the kind of person who believes that planning ahead makes things turn out better? | A | B | C |
| 43. Most of the time, do you feel that you have little to say about what your family decides to do? | A | B | C |

Now we would like to ask a few questions about your hopes for the future in terms of education and jobs.

44. How far would you like to go in school? (choose only one)

- A Some high school
- B Graduate from high school
- C Attend college or business school one to three years
- D Graduate from a four year college or university
- E Complete post-graduate or professional training (M.S., Ph.D., etc.)

45. What do you think your chances are for getting this much education?

- | | | |
|------|------|------|
| A | B | C |
| Poor | Fair | Good |

46. What are the chances you will drop out or be forced to quit school before completing high school?

- | | | |
|------|------|------|
| A | B | C |
| Poor | Fair | Good |

47. When/If you have completed high school, what are the chances teachers will remember you as a good student?

- | | | |
|------|------|------|
| A | B | C |
| Poor | Fair | Good |

48. Would you say that most, some, or none of your friends will enter a college or university?

- | | | |
|------|------|------|
| A | B | C |
| None | Some | Most |

49. Some people say that every person in the United States has an equal chance to get an education. Other people say that some persons have a better chance to get an education than do others. What about you? Do you have a better, equal, or worse chance than others to get an education?

- | | | |
|-----------------|-----------------|------------------|
| A | B | C |
| Worse
Chance | Equal
Chance | Better
Chance |

50. What do you think your chances are of ever getting the kind of job you'd like as an adult?

- | | | |
|------|------|------|
| A | B | C |
| Poor | Fair | Good |

51. What are the chances of a young person getting a good paying, honest job in the local area?

- | | | |
|------|------|------|
| A | B | C |
| Poor | Fair | Good |

52. How good are your chances of getting any job as an adult you felt was a good, steady, dependable one?

- | | | |
|------|------|------|
| A | B | C |
| Poor | Fair | Good |

53. How good are your chances of getting a job as an adult that really pays well?

- | | | |
|------|------|------|
| A | B | C |
| Poor | Fair | Good |

54. How do you think your chances are for getting ahead and being successful in your future job?

- | | | |
|------|------|------|
| A | B | C |
| Poor | Fair | Good |

55. Some people say that every person in the United States has an equal chance to get the job he wants. Others say that some persons have a better chance to get the jobs they want. How about you? Do you have a better, equal or worse chance than do others to get the job you want?

- | | | |
|-----------------|-----------------|------------------|
| A | B | C |
| Worse
Chance | Equal
Chance | Better
Chance |

We'd like to know about your relationships with your parents or the adults you live with. Look at the following sets of words and think about your relationships at home. Then darken the circled letter on the answer sheet that comes closest to showing how you think your parents or adults you live with see you.

For example, on item #56, if you think your parents see you as very cooperative, darken the circled letter A on your answer sheet. On item #57, if you think they see you as neither really bad nor really good, darken the circled C.

- | | | | | | | |
|---------------------------------|---|---|---|---|---|---------------------------|
| 56. Cooperative | A | B | C | D | E | Troublesome |
| 57. Bad | A | B | C | D | E | Good |
| 58. Conforming
(obeys rules) | A | B | C | D | E | Deviant
(breaks rules) |

- | | | | | | | |
|---------------------------------|---|---|---|---|---|-----------------------------|
| 59. Delinquent
(breaks laws) | A | B | C | D | E | Law-Abiding
(obeys laws) |
| 60. Obedient | A | B | C | D | E | Disobedient |
| 61. Polite | A | B | C | D | E | Rude |

Think about your relationships with most of the kids at school or the kids you know. How do you think they see you on this same set of words. Darken the circled letter for each set of words that you feel best describes how the kids you know see you.

- | | | | | | | |
|---------------------------------|---|---|---|---|---|-----------------------------|
| 62. Cooperative | A | B | C | D | E | Troublesome |
| 63. Bad | A | B | C | D | E | Good |
| 64. Conforming
(obeys rules) | A | B | C | D | E | Deviant
(breaks rules) |
| 65. Delinquent
(breaks laws) | A | B | C | D | E | Law-Abiding
(obeys laws) |
| 66. Obedient | A | B | C | D | E | Disobedient |
| 67. Polite | A | B | C | D | E | Rude |

Now think about your relationships with your teachers. How do you think they see you on this set of words. Darken the circled letter for each set of words that you feel best describes how your teachers see you.

- | | | | | | | |
|---------------------------------|---|---|---|---|---|-----------------------------|
| 68. Cooperative | A | B | C | D | E | Troublesome |
| 69. Bad | A | B | C | D | E | Good |
| 70. Conforming
(obeys rules) | A | B | C | D | E | Deviant
(breaks rules) |
| 71. Delinquent
(breaks laws) | A | B | C | D | E | Law-Abiding
(obeys laws) |
| 72. Obedient | A | B | C | D | E | Disobedient |
| 73. Polite | A | B | C | D | E | Rude |

Now think about the racial and cultural relationships in your school. Darken the responses using the following scale to show how you feel.

A = STRONGLY DISAGREE

B = DISAGREE

C = AGREE

D = STRONGLY AGREE

- | | | | | |
|--|---|---|---|---|
| 74. Skin color and ethnic background don't make a difference in the way you're treated by teachers in this school. | A | B | C | D |
| 75. The books, materials, films, and programs we use promote positive attitudes about race and culture. | A | B | C | D |
| 76. My preference is to attend this school rather than any other. | A | B | C | D |
| 77. Administrators don't give special treatment to students based on race or culture. | A | B | C | D |
| 78. Having students of other races and backgrounds helps my learning. | A | B | C | D |
| 79. There is no racial tension in this school. | A | B | C | D |
| 80. I would prefer being in a school where there are students who have different racial and ethnic backgrounds. | A | B | C | D |

- | | | | | |
|---|---|---|---|---|
| 81. Counselors are as interested in one racial or cultural group of students as any other; they show no preferences. | A | B | C | D |
| 82. Opportunities are provided--in classes or in extra-curricular activities--for students of all races and backgrounds to show their pride in the heritage | A | B | C | D |
| 83. Your chance to participate and excel in sports and clubs doesn't depend upon your race or ethnic background. | A | B | C | D |
| 84. Students of different races and cultural backgrounds make friends of one another in this school. | A | B | C | D |

THANK YOU FOR YOUR WILLINGNESS TO PARTICIPATE IN THIS SURVEY.

COLLEGE AND UNIVERSITY DATA

All higher education institutions maintain records about student performance and most will provide you with information about your graduates upon request. Some, like the University of Wisconsin-Madison, send regular reports to district administrators. The New Freshman Profile which follows is, for example, mailed to school superintendents in early April every year if the district has 5 or more students in attendance.

To get information about how students from your schools perform, start by asking the counselors what is already available. If there is not enough information already collected in the district, find out which ten colleges or universities your graduates choose most frequently to attend. Then write to those institutions' admissions officers or registrars and request data like that provided in the University of Wisconsin-Madison Profile about graduates from your school who have attended for the past 5 years or so.

New Freshman Profile



**A Descriptive and Diagnostic Profile of College Freshmen:
A Model Feedback Mechanism for High School Personnel**

University of Wisconsin-Madison

TABLE 1: OVERALL ACADEMIC PERFORMANCE BY HIGH SCHOOL RANK

RANK	NUMBER	PERCENT IN RANGE	UM GPA 0.0-0.9	UM GPA 1.0-1.9	UM GPA 2.0-2.9	UM GPA 3.0-4.0	MEAN GPA IN H.S.	MEAN GPA AT UM-MSN
UNASSIGNED YOUR STUDENTS UM-MSN FRESHMEN	11 270	73 51	42	112	361	442	3.04 2.96	3.10 2.79
1-49% ILE YOUR STUDENTS UM-MSN FRESHMEN	44 884	73	72	172	421	102	2.39 2.42	2.22 2.28
50-74.9% ILE YOUR STUDENTS UM-MSN FRESHMEN	287 4483	512 242	72	112	321	222	2.90 2.80	2.62 2.43
75-99.9% ILE YOUR STUDENTS UM-MSN FRESHMEN	343 10634	492 632	12	72	342	432	3.58 3.49	3.16 2.94
TOTAL YOUR STUDENTS UM-MSN FRESHMEN	707 16773	1002 1002	22	72	422	402	3.21 3.24	2.87 2.77

TABLE 2: OVERALL ACADEMIC PERFORMANCE (MEAN GPA) BY COLLEGE

	A. HLTH P. NO. GPA	AGELF SCI- NO. GPA	EDUCATION NO. GPA	ENGINEER NO. GPA	FAM. RES. NO. GPA	LET. & SCI- NO. GPA	NURSING NO. GPA
YOUR STUDENTS							
UM-MSN FRESHMEN	841 2.44 2.66	1150 2.76 2.57	869 2.83 2.81	2068 2.72 2.78	367 2.88 2.67	10658 2.73 2.82	820 2.81 2.88

TABLE 3: ACADEMIC STATUS SUMMARY

	NUMBER REGISTERED	PERCENT WITHDRAWN	PERCENT COMPLETED SEMESTER	PERCENT IN GOOD STANDING	PERCENT ON PROBATION	PERCENT DROPPED	PERCENT REGISTERED 2ND SEMESTER
YOUR STUDENTS UM-MSN FRESHMEN	723 17133	22 72	982 982	892 852	82 122	12 12	942 942

TABLE 4: MEDIAN(%) PERFORMANCE OF YOUR STUDENTS BY UM-MSN SUBJECT COMPARED TO ALL FRESHMEN PERCENTILE SCALE

	NO.	1	10	20	30	40	50	60	70	80	90	99
ENGLISH	326											
FOREIGN LANGUAGE	243											
SOCIAL STUDIES	431											
MATHE- MATICS	423											
SCIENCE	325											
	NO.	1	10	20	30	40	50	60	70	80	90	99

SEE GUIDELINES FOR MEANING OF REPORT

TABLE 5: HIGH SCHOOL SUBJECT PERFORMANCE RELATED TO UW-HSN PERFORMANCE IN SAME SUBJECT
(NOTE: ONLY STUDENTS WHO TOOK THE GIVEN SUBJECT IN BOTH HIGH-SCHOOL AND AT UW-HSN ARE INCLUDED)

	NUMBER	GPA 0.0-1.49	GPA 1.5-1.99	GPA 2.0-2.49	GPA 2.5-2.99	GPA 3.0-3.49	GPA 3.5-4.00	MEAN GPA
ENGLISH								
H.S. GRADES: YOUR STUDENTS	299			33	103	443	423	3.35
H.S. GRADES: ALL STUDENTS	7553		13	63	113	373	453	3.33
U.W. GRADES: YOUR STUDENTS	299	43		93	213	293	363	2.98
U.W. GRADES: ALL STUDENTS	7553	43		133	193	313	323	2.90
MATHEMATICS								
H.S. GRADES: YOUR STUDENTS	405		33	133	163	393	293	3.09
H.S. GRADES: ALL STUDENTS	9774	23	33	143	143	303	383	3.13
U.W. GRADES: YOUR STUDENTS	405	103	13	203	133	203	363	2.77
U.W. GRADES: ALL STUDENTS	9774	113	13	203	133	213	343	2.73
FRENCH								
H.S. GRADES: YOUR STUDENTS	59		23	33	73	273	613	3.56
H.S. GRADES: ALL STUDENTS	1134	13	13	63	83	263	583	3.45
U.W. GRADES: YOUR STUDENTS	59			33	103	293	383	3.36
U.W. GRADES: ALL STUDENTS	1134	23		73	103	273	543	3.25
GERMAN								
H.S. GRADES: YOUR STUDENTS	36				83	283	643	3.55
H.S. GRADES: ALL STUDENTS	671	13		73	33	213	673	3.57
U.W. GRADES: YOUR STUDENTS	36	33		113	83	333	443	3.08
U.W. GRADES: ALL STUDENTS	671	63		123	143	253	423	2.99
SPANISH								
H.S. GRADES: YOUR STUDENTS	67	13		63	73	153	703	3.58
H.S. GRADES: ALL STUDENTS	1173	13	13	63	63	233	623	3.49
U.W. GRADES: YOUR STUDENTS	67	33		73	93	343	463	3.17
U.W. GRADES: ALL STUDENTS	1173	53		123	103	293	433	3.03
SOCIAL STUDIES								
H.S. GRADES: YOUR STUDENTS	408		13	83	113	383	413	3.27
H.S. GRADES: ALL STUDENTS	9335		13	63	93	313	433	3.38
U.W. GRADES: YOUR STUDENTS	408	53	13	173	203	283	293	2.83
U.W. GRADES: ALL STUDENTS	9335	73	13	223	203	283	243	2.70
SCIENCE								
H.S. GRADES: YOUR STUDENTS	305	13		63	93	283	573	3.42
H.S. GRADES: ALL STUDENTS	8328		13	73	113	313	513	3.35
U.W. GRADES: YOUR STUDENTS	305	123	13	263	113	243	273	2.89
U.W. GRADES: ALL STUDENTS	8328	133	13	283	113	243	243	2.60
CHEMISTRY								
H.S. GRADES: YOUR STUDENTS	176			113		293	603	3.49
H.S. GRADES: ALL STUDENTS	5275	13		113		363	523	3.38
U.W. GRADES: YOUR STUDENTS	176	63		273	73	373	323	3.03
U.W. GRADES: ALL STUDENTS	5275	103		283	93	243	293	2.69

TABLE 61 UW-MSN COURSES RELATED TO YEARS OF HS SUBJECT PREPARATION

YOUR STUDENTS								ALL STUDENTS								
COURSE	NO.	LESS THAN 1.00 UNIT	1- 1.99 UNITS	2- 2.99 UNITS	3- 3.99 UNITS	FOUR OR MORE UNITS	MEAN HS UNITS	COURSE	NO.	LESS THAN 1.00 UNIT	1- 1.99 UNITS	2- 2.99 UNITS	3- 3.99 UNITS	FOUR OR MORE UNITS	MEAN HS UNITS	MEAN UW GPA
ENGL 101	25				9	16	3.76	ENGL 101	909	3	1	5	417	483	3.66	2.56
ENGL 207	259				71	188	3.84	ENGL 207	5834	3	1	8	2382	3440	3.76	2.90
MATH 099	44			40	4		2.11	MATH 099	774	1	8	557	184	24	2.31	2.05
MATH 101	71			40	24	7	2.58	MATH 101	1844	3	3	839	766	231	2.71	2.60
MATH 112	124				52	72	3.60	MATH 112	2680	1		53	1066	1560	3.65	2.60
MATH 113	35				14	21	3.66	MATH 113	920			12	309	598	3.76	2.59
MATH 114	31			1	13	17	3.56	MATH 114	970	1		18	303	647	3.75	2.59
MATH 211	11					11	4.00	MATH 211	314				24	290	4.06	2.18
MATH 221	123			1	11	113	3.96	MATH 221	3340	4		10	233	3093	4.16	2.83
CHEM 103	121	5	116				.96	CHEM 103	3652	125	3105	410	12		1.15	2.51
CHEM 104								CHEM 104	12		7	4	1		1.58	2.42
CHEM 107	11		11				1.00	CHEM 107	348	9	324	15			1.05	2.21
CHEM 108	44	6	33	1			1.89	CHEM 108	1306	140	1109	57			1.97	2.52
CHEM 109	43		43				1.03	CHEM 109	972	12	714	222		2	1.36	2.08
FREN 1ST	20	13	1				.65	FREN 1ST	545	296	48	163	24	11	1.93	2.15
FREN 2ND	2			1	1		2.50	FREN 2ND	118	1	4	68	24	18	2.52	2.08
FREN 3RD	2					11	3.00	FREN 3RD	170	1	1	79	66	73	3.39	2.04
FREN 4TH	13					36	4.12	FREN 4TH	230				30	196	4.14	2.02
FREN 5TH	38				2		4.71	FREN 5TH	478	21	18	28	33	388	4.05	2.22
GER 1ST	9	7	1	1			.33	GER 1ST	385	232	34	104	10	3	.77	2.33
GER 2ND	9						.33	GER 2ND	86			5	6	2	.17	2.33
GER 3RD	12	1					.50	GER 3RD	139		1	5	5	2	.76	2.03
GER 4TH	8						.50	GER 4TH	99		1		5	2	.88	2.03
SPAN 1ST	16	2	2	12	1	13	3.39	SPAN 1ST	311	63	20	30	24	174	3.07	2.18
SPAN 2ND	16						1.63	SPAN 2ND	613	275	71	227	26	16	1.09	2.08
SPAN 3RD	8		1		1		.33	SPAN 3RD	139		2	83	4	21	2.49	2.07
SPAN 4TH	16					9	.50	SPAN 4TH	191		4	6	49	57	3.00	2.06
SPAN 5TH	36				1	35	4.22	SPAN 5TH	274	27	8	27	35	232	4.00	2.08
									384				29	293	3.71	2.09

TABLE 71 PERFORMANCE OF YOUR STUDENTS IN PLACEMENT TESTS BY HIGH SCHOOL RANK COMPARED TO ALL FRESHMEN

RANK	ENGLISH	ALGEBRA	TRIGONOMETRY	FRENCH	GERMAN	SPANISH
UNRANKED						
NO. YOUR STUDENTS TAKING TEST	7	8	4	1	3	
MEAN H.S. UNITS YOUR STUDENTS	3.47			4.00	1.83	
MEAN H.S. GPA YOUR STUDENTS	2.90			4.00	3.00	
1-49.9% ILE						
NO. YOUR STUDENTS TAKING TEST	46	46	17	1	5	11
MEAN H.S. UNITS YOUR STUDENTS	3.80			2.00	2.00	2.41
MEAN H.S. GPA YOUR STUDENTS	2.71			1.50	2.17	2.23
50-74.9% ILE						
NO. YOUR STUDENTS TAKING TEST	267	259	148	29	18	32
MEAN H.S. UNITS YOUR STUDENTS	3.61			3.67	2.89	2.88
MEAN H.S. GPA YOUR STUDENTS	3.12			2.92	3.11	2.87
75-99.9% ILE						
NO. YOUR STUDENTS TAKING TEST	319	317	281	75	29	76
MEAN H.S. UNITS YOUR STUDENTS	3.81			4.14	3.29	3.28
MEAN H.S. GPA YOUR STUDENTS	3.67			3.63	3.68	3.74
TOTAL-YOUR-STUDENTS						
NO. YOUR STUDENTS TAKING TEST	634	630	450	104	55	119
MEAN H.S. UNITS YOUR STUDENTS	3.80			3.99	2.90	3.28
MEAN H.S. UNITS ALL STUDENTS	3.72			3.47	3.12	3.12
MEAN H.S. GPA YOUR STUDENT	3.37			3.43	3.41	3.41
MEAN H.S. GPA ALL STUDENTS	3.34			3.36	3.47	3.41

SEE GUIDELINES FOR MEANING OF REPORT

-3-

04/22/78

STAFF
PROFILE

DISTRICT WIDE STAFFING

INSTRUCTIONAL STAFF

EXPERIENCE	Number of Years of Experience	Service in District			Total Experience		
		Number		#	Number		#
		Men	Women		Men	Women	
	25 or more						
	20-24						
	15-19						
	10-14						
	5-9						
	1-4						
	Less than 1 year						
	TOTALS						

SALARIES	Salary	Men	Women	Total		Salary	Men	Women	Total	
				#	%				#	%
	Below \$7,000					16,000 - 16,999				
	7,000 - 7,999					17,000 - 17,999				
	8,000 - 8,999					18,000 - 18,999				
	9,000 - 9,999					19,000 - 19,999				
	10,000 - 10,999					20,000 - 20,999				
	11,000 - 11,999					21,000 - 21,999				
	12,000 - 12,999					22,000 - 22,999				
	13,000 - 13,999					23,000 - 23,999				
	14,000 - 14,999					24,000 - 24,999				
	15,000 - 15,999					Over 25,000				
	TOTALS									

RACIAL/ETHNIC DISTRIBUTIONS (Shown in percentages)

	Black	Hispanic	Indian	White	Other
5 Years Ago					
This Year					

Percent of staff living in district? _____

Percent of staff turnover: last year _____ 3 years ago _____ 5 years ago _____

TOTAL

5 Years Ago

TOTALS

INSERVICE PROGRAM

The district-wide steering committee should obtain a copy of the district's inservice plan and include it in the DISTRICT DATA BASE document or it should prepare a description of the program to include: who is responsible for formulating the program; what the most recent inservice budget figures are; how the program operates.

STAFF OPINIONNAIRE; INSTRUCTIONAL CLIMATE

In this section, we are trying to find out about the district's communication system. Please respond to the items below, using the following scale:

- 1 = VERY OFTEN (daily or several days per week)
2 = FAIRLY OFTEN (weekly)
3 = FAIRLY INFREQUENTLY (bi-weekly or monthly)
4 = RARELY (bi-monthly or each semester)
5 = NEVER

1. How often do you receive volunteered reactions or advice from other teachers about your approach to the following? (circle one)

- | | |
|---|-----------|
| a. Curriculum planning | 1 2 3 4 5 |
| b. Grading practices | 1 2 3 4 5 |
| c. Teaching specific lessons | 1 2 3 4 5 |
| d. Student control and discipline | 1 2 3 4 5 |
| e. Manner or working with individual students | 1 2 3 4 5 |

2. How often do you talk with other teachers about the following? (circle one)

- | | |
|---|-----------|
| a. General curriculum plans | 1 2 3 4 5 |
| b. The schedule of teaching activities | 1 2 3 4 5 |
| c. Student reactions to a specific lesson | 1 2 3 4 5 |
| d. Getting teaching resources and supplies | 1 2 3 4 5 |
| e. The learning needs of a particular student | 1 2 3 4 5 |
| f. Personal gripes or concerns about work | 1 2 3 4 5 |
| g. Matters unrelated to school or teaching | 1 2 3 4 5 |

3. How often do you talk with the principal or other building administrators about the following? (circle one)

- | | |
|---|-----------|
| a. General curriculum plans | 1 2 3 4 5 |
| b. The schedule of teaching activities | 1 2 3 4 5 |
| c. Student reactions to a specific lesson | 1 2 3 4 5 |
| d. Getting teaching resources and supplies | 1 2 3 4 5 |
| e. The learning needs of a particular student | 1 2 3 4 5 |
| f. Personal gripes or concerns about work | 1 2 3 4 5 |
| g. Matters unrelated to school or teaching | |

In this section, we want your feelings about the instructional supervision program. Please respond to the following items by checking all the responses which apply.

1. My instructional activities are supervised and/or evaluated by:

- ☐ A group of other teachers
☐ The principal or other administrators
☐ An instructional supervisor
☐ Students
☐ No one

2. In general, my instructional activities are supervised and/or evaluated by others:

- ☐ Weekly
☐ Bi-weekly
☐ Monthly
☐ Each Semester
☐ Annually (specify number of times _____)
☐ Never

3. My instructional activities are supervised and/or evaluated:

- ☐ Very Closely
☐ Fairly closely
☐ Fairly loosely
☐ Very loosely
☐ Not all

4. My instructional activities are supervised by:

- ☐ Systematic procedures involving direct evidence of my competency, including observation of my teaching
☐ Indirect procedures like pupil achievement records, maintenance of classroom "appearance," discipline, and parental complaints
☐ Informal discussion and advice from others
☐ No definite procedure

5. My instructional activities are supervised in order to:

- ☐ Assess my performance to determine my continued employment
☐ Assess the quality of my instruction
☐ Assess my adherence to policies and procedures
☐ Assess my control over pupils
☐ Assess my adaptability to innovation
☐ Assist me in improving my teaching
☐ Other (please specify _____)

In this section, we want your feelings about two aspects of your instructional activities. The first is your opinion about the amount of freedom you have to make instructional decisions. The second is your judgement about what factors you see as limitations on that freedom.

A. SELECTING AND USING SUPPLEMENTARY INSTRUCTIONAL MATERIALS

(check one)

- ☐ Considerable Freedom
☐ Moderate Freedom
☐ Little Freedom

(check all important limitations)

- ☐ Requirements, guidelines, or standard district practices
☐ Decisions by central office consultants of supervisors
☐ Decisions by building specialists or consultants
☐ Decisions by nondistrict specialists or consultants
☐ Decisions by principal(s), department or grade chairperson
☐ Decisions by colleagues
☐ Lack of time, space, resources or scheduling problems

B. THE SUBJECT CONTENT TO BE EMPHASIZED WITH STUDENTS

(check one)

- ☐ Considerable Freedom
☐ Moderate Freedom
☐ Little Freedom

(check all important limitations)

- ☐ Requirements, guidelines, or standard district practices
☐ Decisions by central office consultants of supervisors
☐ Decisions by building specialists or consultants
☐ Decisions by nondistrict specialists or consultants
☐ Decisions by principal(s), department or grade chairperson
☐ Decisions by colleagues
☐ Lack of time, space, resources or scheduling problems

C. THE TIMING AND PACING OF YOUR INSTRUCTION

(check one)

- ☐ Considerable Freedom
☐ Moderate Freedom
☐ Little Freedom

(check all important limitations)

- ☐ Requirements, guidelines, or standard district practices
☐ Decisions by central office consultants of supervisors
☐ Decisions by building specialists or consultants
☐ Decisions by nondistrict specialists or consultants
☐ Decisions by principal(s), department or grade chairperson
☐ Decisions by colleagues
☐ Lack of time, space, resources or scheduling problems

D. YOUR METHODS AND TECHNIQUES OF TEACHING

(check one)

- ☐ Considerable Freedom
☐ Moderate Freedom
☐ Little Freedom

(check all important limitations)

- ☐ Requirements, guidelines, or standard district practices
☐ Decisions by central office consultants of supervisors
☐ Decisions by building specialists or consultants
☐ Decisions by nondistrict specialists or consultants
☐ Decisions by principal(s), department or grade chairperson
☐ Decisions by colleagues
☐ Lack of time, space, resources or scheduling problems

E. YOUR MEANS OF ASSESSING STUDENT PERFORMANCE

(check

- ☐ Considerable Freedom
☐ Moderate Freedom
☐ Little Freedom

(check all important limitations)

- ☐ Requirements, guidelines, or standard district practices
☐ Decisions by central office consultants or supervisors
☐ Decisions by building specialists or consultants
☐ Decisions by nondistrict specialists or consultants
☐ Decisions by principal(s), department or grade chairperson
☐ Decisions by colleagues
☐ Lack of time, space, resources or scheduling problems

F. THE PROCEDURE FOR GROUPING STUDENTS FOR TEACHING

(check one)

- ☐ Considerable Freedom
☐ Moderate Freedom
☐ Little Freedom

(check all important limitations)

- ☐ Requirements, guidelines, or standard district practices
☐ Decisions by central office consultants or supervisors
☐ Decisions by building specialists or consultants
☐ Decisions by nondistrict specialists or consultants
☐ Decisions by principal(s), department or grade chairperson
☐ Decisions by colleagues
☐ Lack of time, space, resources or scheduling problems

G. YOUR STYLE OF RELATING TO STUDENTS

(check one)

- ☐ Considerable Freedom
☐ Moderate Freedom
☐ Little Freedom

(check all important limitations)

- ☐ Requirements, guidelines, or standard district practices
☐ Decisions by central office consultants or supervisors
☐ Decisions by building specialists or consultants
☐ Decisions by nondistrict specialists or consultants
☐ Decisions by principal(s), department or grade chairperson
☐ Decisions by colleagues
☐ Lack of time, space, resources or scheduling problems

H. YOUR METHODS OF ESTABLISHING AND MAINTAINING CLASSROOM CONTROL

(check one)

- ☐ Considerable Freedom
☐ Moderate Freedom
☐ Little Freedom

(check all important limitations)

- ☐ Requirements, guidelines, or standard district practices
☐ Decisions by central office consultants or supervisors
☐ Decisions by building specialists or consultants
☐ Decisions by nondistrict specialists or consultants
☐ Decisions by principal(s), department or grade chairperson
☐ Decisions by colleagues
☐ Lack of time, space, resources or scheduling problems

PLEASE USE THIS SPACE TO MAKE ANY COMMENTS OR PROVIDE ADDITIONAL CLARIFICATION:

Excerpted from the NCA GUIDE FOR SCHOOL EVALUATION, 1976 Edition, NCA Commission on Schools, 1221 University Avenue, Boulder, Colorado, 80302, pp. 118-120.

PROFESSIONAL GROWTH STAFF STUDY

We're interested in finding out what kinds of professional participation our district staff is involved in and the frequency of that participation. This is a general inventory to get a district wide picture, not to identify individual staff members. We'd appreciate your taking the time to give us the information requested below and to respond to the questions.

Please indicate: the grade and/or subject(s) you teach _____
the highest degree you hold _____

1. In how many professional associations do you hold memberships? _____
2. How many meetings or conferences sponsored by professional associations have you attended in the past 5 years? _____
3. How many college credits, exclusive of correspondence courses, have you earned in the past 5 years? _____
4. How many college/university sponsored noncredit sessions have you attended in the past 5 years? _____
5. How many times in the past 5 years have you visited other schools to see programs or teaching structures like yours? _____
6. How many credit or noncredit correspondence or television courses have you completed in the past 5 years? _____
7. How many trips, related directly to your teaching, have you taken in the past 5 years? _____
8. Approximately how many books related to your teaching assignment have you read during the last 12 month period? _____
9. Approximately how many professional articles related to your teaching assignment have you read during the last 12 months? _____
10. Approximately how many hours of teaching related, but non-teaching work experience have you completed during the past 12 months? _____
11. How many articles for professional journals have you written during the past 5 years? _____
12. For how many student teachers or interns have you served as cooperating teacher in the past 5 years? _____

DISTRICT
INSTRUCTIONAL
MATERIALS
PROFILE

INSTRUCTIONAL MATERIALS DISTRICT ADOPTION PROCESS

The steering committee should prepare or obtain a description of the text adoption process which explains who is responsible for recommending materials within each curricular program and how that group is selected; the criteria upon which recommendations are to be made; and who is responsible in the district for approving recommendations and ensuring that there is within- and across-program coordination. Copies of any board policies concerning text adoption should be attached or specified so that subcommittees and auditors can refer to them.

An instructional materials or basal text adoption matrix showing in which school year materials are adopted for grade levels and for courses at the middle and secondary levels should be prepared or obtained. A sample matrix, which should be modified to reflect this district's schedule, is attached.

BASAL TEXT ADOPTION MATRIX

	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86
EL	Spelling Language Arts	Science Health	Music Art	Social Studies Career Education	Math	Reading
MIDDLE	Social Studies (7) Woodworking Electricity Lang Arts-Lit (8) Lang Arts-Gram (8)	Math (7) Social Studies (8) Science (7)	Health (8) Math (8) Science (8)	Home Ec (7-8) Metals	Music (7-8) Drafting	Lang Arts-Lit (7) Lang Arts-Gram (7)
SECONDARY	Ag IV Art III Art IV Adv Bookkeeping Typin II Comm Skills Survey of Lit Speech Senior Survey Novel & Short Story Basic Comm Practical Comm Home Repair Photography Biology US History II Current Issues Int'l Relations Political Isms Consumer Ed Sociology	Ag II Typing I Clerical Off Prac Composition II Industrial Arts I Algebra IA World History Psychology Am Government Geometry General Math General Music	Ag I Driver Training Composition I Adv Composition American Lit American Lit Home Decoration Algebra IB Prac/Applied Math Trigonometry Physics	Ag III Applied English Home Ec I Luncheon Favorites Dinnertime Favorites Singles' Foods Marriage & Family Mechanical Drafting Architect Drafting Auto Mechanics Adv Auto Mechanics Light Construction Power I Earth Science Geography-Eastern	Shorthand I Shorthand II Business Law World Literature English Literature Special Fabrics Small Gas Engines Adv Woodworking Analytic Geometry Advanced Biology Life Science Chemistry Geography-Western	Art I Art II Bookkeeping Child Care/Dev Basic Clothing General Metals Mach Woodworking Advanced Metals Algebra II Algebra I Advanced Math

DISTRICT
RESOURCE
PROFILE

DISTRICT RESOURCES

Equalized Valuation

Equalized valuation is the total market value of property in the district.

Equalized Valuation:	<u>5 Years Ago</u>	<u>3 Years Ago</u>	<u>This Year</u>
	_____	_____	_____

Local Property Taxes (WESSAS SOURCE Dimension, #s 211 and 212)

Property Tax:	<u>5 Years Ago</u>	<u>Last Year (212)</u>	<u>This Year (211)</u>
	_____	_____	_____

1. Property Tax Rate (Tax/Equalized Valuation)
 - a. 5 years ago _____
 - b. Last year _____
 - c. This year _____
2. Percent of all local taxes designated for schools
 - a. 5 years ago _____
 - b. Last year _____
 - c. This year _____
3. Amount of revenue raised from all local sources (WESSAS SOURCE dimension, all of the 200 series)

4. Percentage of the total district budget raised by local sources

Revenue from all State Sources (WESSAS SOURCE dimension, all of the 600 series)

1. Amount of State revenue _____
2. Percent of district budget _____

Revenue from all Federal Sources (WESSAS SOURCE dimension, all of the 700 series)

1. Amount of Federal revenue _____
2. Percent of district budget _____

DISTRICT WIDE SPENDING

All Salaries (WESSAS OBJECT Dimension, series 100)

1. Amount of Salaries _____
2. Percent of Budget _____

All Benefits (WESSAS OBJECT Dimension, series 200)

1. Amount of Benefits _____
2. Percent of Budget _____

All Utilities (WESSAS OBJECT Dimension, series 330)

1. Amount of Utilities _____
2. Percent of Budget _____

All Pupil Transportation (WESSAS OBJECT Dimension, series 340)

1. Amount of Pupil Transportation _____
2. Percent of Budget _____
3. Percent of District's Students Bussed _____

All Non Capital Objects (WESSAS OBJECT Dimension, series 400)

1. All Series 400 Spending _____
2. Percent of Budget _____
3. Supplies (410) _____
4. Materials (420) _____
5. Media (430) _____

All Capital Objects (WESSAS OBJECT Dimension, series 500)

1. All Capital Spending (series 500) _____
2. Percent of Budget _____
3. All Equipment (550) _____

EDUCATIONAL FACILITIES STUDY

We're interested in finding out how you feel about the adequacy of the INDOOR physical environment in which you teach or provide noninstructional services. So we are asking you to take a few moments of your time to fill out this opinionnaire.

If you have been provided with an answer sheet for data processing, please use it to mark all your responses. Make sure you darken the circled numbers and letters showing your answers as well as you can. Use a DARK LEAD PENCIL not a pen. The scanning equipment is very sensitive, but it will not pick up responses made in ink. If no answer sheet is provided, simply circle your responses right on this form.

Before you begin the survey, we'd like some information about the types of staff filling out the opinionnaire. The answers you give will be kept strictly confidential.

RESPONDENT INFORMATION

Please locate the SPECIAL CODES SECTION of your answer sheet. Using column A, indicate your position in the district using the following codes:

- | | |
|---|--|
| 0 = elementary teacher | 5 = librarian or media specialist |
| 1 = junior high/middle school teacher | 6 = special teacher (art, music, etc.) |
| 2 = senior high teacher | 7 = district specialist (or therapist) |
| 3 = administrator or supervisor | 8 = special education teacher |
| 4 = pupil services personnel or counselor | 9 = other |

FACILITIES OPINIONNAIRE

Now turn your answer sheet so you are beginning with item #1. In this section, we'd like you to respond to all of the items which follow, by darkening the circled letters on your answer sheet according to the following codes:

A = STRONGLY AGREE B = AGREE C = DISAGREE D = STRONGLY DISAGREE E = DOESN'T APPLY

THE SPACE AVAILABLE TO ME FOR CARRYING OUT MY INSTRUCTION OR SERVICE OBJECTIVES HAS:

- | | |
|---|-----------|
| 1. enough total space to accommodate those with whom I work. | A B C D E |
| 2. ready accessibility to other areas and people with whom I work. | A B C D E |
| 3. ready accessibility to students and others who avail themselves of my instruction or services. | A B C D E |
| 4. an aesthetically pleasing decor. | A B C D E |
| 5. an acceptably regulated temperature, irrespective of season. | A B C D E |
| 6. adequate lighting. | A B C D E |
| 7. the flexibility to be modified when programmatic or functional modifications are desirable. | A B C D E |

DATA PROCESSING CODE NUMBER: SEC 108

X5 ANSWER SHEET

- | | |
|---|-----------|
| 8. an adequate arrangement to ensure acceptable levels of safety for those who use it. | A B C D E |
| 9. the capacity to ensure confidentiality when necessary. | A B C D E |
| 10. adequate provisions for using visuals like films, filmstrips, transparencies, and the like. | A B C D E |
| 11. enough electrical outlets to permit adequate use of equipment. | A B C D E |
| 12. sufficient display space for student work or materials that those whom I teach or serve might want or need. | A B C D E |
| 13. adequate bulletin boards. | A B C D E |
| 14. adequate chalkboards. | A B C D E |
| 15. adequate storage space for materials and equipment. | A B C D E |
| 16. adequate provisions for physically handicapped students or adults. | A B C D E |
| 17. adequate furnishings for those who use it. | A B C D E |

Please use the space below to comment on any aspects of your physical environment which act as significant deterrents to your meeting your instructional or service objectives.

SUPPORT SERVICES
PROFILE

INSTRUCTIONAL MEDIA PROGRAM

STUDENT OPINIONNAIRE

We're interested in finding out how you feel about our media program. Books and audiovisual materials are an important part of your education, and we want your opinions about the services we provide for you. Your responses will be kept strictly confidential (please don't sign your name anywhere on this survey), but they will be used to help us make our media program better for you.

If you have been provided with an answer sheet for data processing, please use it to mark all your responses. Please make sure to darken the circled numbers and letters showing your answers as well as you can. Use a DARK LEAD PENCIL not a pen. The scanning machines are very sensitive, but they will not pick up responses written in ink. If no answer sheet is provided, simply circle your responses right on this form.

Before you begin the questionnaire, we'd like a little information about the students who are filling it out. The answers you give will be kept strictly confidential. In fact, we do NOT want you to sign your name.

BACKGROUND INFORMATION

Please locate the SPECIAL CODES section of your answer sheet. In that section, you'll find columns with letter headings from A to J. Darken the circle in each column that is the same as the number response you choose for each of the items below. If there is no separate answer sheet, simply circle your choices right on this form.

In column A, indicate your grade.

- | | |
|---------|----------|
| 0 = 6th | 4 = 10th |
| 1 = 7th | 5 = 11th |
| 2 = 8th | 6 = 12th |
| 3 = 9th | |

In column B, indicate your race.

- | | |
|--------------|---------------------|
| 0 = White | 3 = Oriental |
| 1 = Black | 4 = American Indian |
| 2 = Hispanic | 5 = Other |

In column C, indicate your overall grades in school.

- | | |
|-------------|------------------|
| 0 = A's | 4 = C's |
| 1 = A's/B's | 5 = C's/D's |
| 2 = B's | 6 = D's or lower |
| 3 = B's/C's | |

In column D, show how long you've attended school in this district.

- | | |
|----------------------|----------------|
| 0 = less than 1 year | 3 = 6-10 years |
| 1 = 1-2 years | 4 = 11 or more |
| 2 = 3-5 years | |

In column E, show which best describes where you now live.

- | |
|----------------------------------|
| 0 = Home or condominium you own |
| 1 = House/dwelling you don't own |
| 2 = Apartment |
| 3 = Mobile/trailer home |
| 4 = Other |

In column F, show who is the head of the household you now live in.

- | | |
|----------------|----------------------|
| 0 = Father | 4 = Foster parent |
| 1 = Stepfather | 5 = Other relative |
| 2 = Mother | 6 = Group home adult |
| 3 = Stepmother | 7 = Yourself |

In column G, show how far the head of your household has gone in school.

- | |
|---|
| 0 = Through elementary or junior high |
| 1 = Through part of high school |
| 2 = Through high school |
| 3 = Through training beyond high school |
| 4 = Through some college work |
| 5 = Through college |
| 6 = Through work beyond college |

In column H, show what you plan to do right after high school.

- | |
|--|
| 0 = Go to college |
| 1 = Go to a technical or training school |
| 2 = Get a job |
| 3 = Become a full time homemaker |
| 4 = Join the armed service |
| 5 = Other |

In column I, show how often a parent or an adult you live with asks about or helps you with your school work.

- | | |
|---------------|------------------------------|
| 0 = Often | 2 = Never |
| 1 = Sometimes | 3 = I don't live with adults |

YOUR OPINIONS

Different schools use different terms. Some schools have libraries. Some have what they call media centers. Some have IMCs or RMCs. Some have resource centers. In this survey, we're going to use the term "media center" to mean the place or places in your school where books, audio-visuals, and AV equipment are located.

Now we'd like you to respond to all of the statements that follow by darkening the circled letter on your answer sheet that corresponds to the response you choose. (If you have no answer sheet, just circle your response on this form.) Use the following code to make your choices:

A = TRUE with FEW or NO exceptions

B = TRUE with SOME exceptions

C = TRUE with MANY exceptions

D = FALSE

E = UNCERTAIN or DOESN'T APPLY

Make sure you've turned your answer sheet and are beginning with item #1.

- | | |
|--|-----------|
| 1. When students go to the media center, they can get help from the staff if they need it. | A B C D E |
| 2. I was taught, by someone in the school, to use the media center. | A B C D E |
| 3. I understand how to find the books and materials I need in the media center. | A B C D E |
| 4. I use the media center frequently. | A B C D E |
| 5. Students are involved in selecting materials and books for the media center. | A B C D E |
| 6. The media center usually has all the books and materials on the topics I want to find out about. | A B C D E |
| 7. I can get lots of work done in the media center. | A B C D E |
| 8. I understand how to use the equipment accessible to students in the media center. | A B C D E |
| 9. The media staff encourages students to use the media center. | A B C D E |
| 10. The media center in my school has adequate reading, listening, and viewing capabilities. | A B C D E |
| 11. Most of the classrooms in my school have adequate provisions for darkening the rooms so that visuals can be seen well. | A B C D E |
| 12. There is plenty of space in my school for displays and bulletin boards. | A B C D E |
| 13. The media equipment is in good repair. | A B C D E |
| 14. The media center is open at times during the day, and long enough every day, so that I can use it when I need to. | A B C D E |
| 15. Students like to go to the media center. | A B C D E |
| 16. Teachers often give assignments that can best be completed by materials and books in the media center. | A B C D E |
| 17. The books and materials are easy to find in the media center because they are where they're supposed to be. | A B C D E |
| 18. I understand the procedures for checking out materials, books, and equipment. | A B C D E |
| 19. The rules for checking out materials, books and equipment are fair. | A B C D E |
| 20. Most students treat media center books, materials, and equipment with care. | A B C D E |
| 21. Most students return books, materials, and equipment when they're supposed to. | A B C D E |
| 22. Because of my experiences with media centers in school, I'll probably use public libraries quite often when I get out of school. | A B C D E |

Now read the statements, but circle a response using this rating scale:

A = VERY HELPFULB = OF SOME HELPC = OF NO HELP

- | | |
|--|-------|
| 23. How helpful are media staff members in helping you to understand how to find what you need in the media center? | A B C |
| 24. How helpful are media staff members in helping you to understand how to use what you need in the media center? | A B C |
| 25. How helpful are the units taught by your teacher and/or the media staff to teach you about using a media center? | A B C |

If you want to tell us anything else about the media program, please attach a sheet. And thanks for your help!

INSTRUCTIONAL MEDIA PROGRAM

STAFF OPINIONNAIRE

We are interested in finding out how you feel about several aspects of this district's instructional media program. Your responses, which will be kept confidential, will be used to provide direction and make improvements in the program.

If you have been provided with an answer sheet for data processing, please use it to mark all your answers. Make sure to darken the circled number showing your response as well as you can. Use a **DARK LEAD PENCIL** not a pen. The scanning equipment is very sensitive, but it won't pick up responses made in ink. If no answer sheet is provided, simply circle your response right on this form.

Before you begin the opinionnaire, we'd like a little information about the staff members who are filling it out. Be assured that it will be used only to group responses. No individual's identity or answers will be revealed.

BACKGROUND INFORMATION

Please locate the **SPECIAL CODES** section of your answer sheet. Then darken one circled number in each of the columns mentioned below in this box, using the following codes:

In column A, indicate the level at which you now teach.

- 0 = elementary
- 1 = elementary and middle school
- 2 = middle/junior high

- 3 = junior high and senior high
- 4 = senior high
- 5 = all levels

In column B, indicate your sex.

- 0 = Male
- 1 = Female

In column C, show the number of years' teaching experience you have.

- 0 = less than 1 year
- 1 = 1-2 years
- 2 = 3-5 years

- 3 = 6-10 years
- 4 = 10 or more years

STAFF OPINIONS

In this section, we want you to respond to all of the items that follow, by darkening the circled letter on your answer sheet according to the following code:

A = STRONGLY AGREE

B = AGREE

C = DISAGREE

D = STRONGLY DISAGREE

E = UNCERTAIN OR DOESN'T APPLY

If you have no answer sheet, simply circle your response on this form. If you do have one, make sure you are now beginning with item #1.

- | | | | | | |
|--|---|---|---|---|---|
| 1. The media staff secures materials that I request. | A | B | C | D | E |
| 2. The media staff works with teachers in developing appropriate instructional activities. | A | B | C | D | E |
| 3. The media staff cooperates with teachers in teaching media skills to students. | A | B | C | D | E |
| 4. Staff inservices are held periodically to inform teachers about the media program and services available. | A | B | C | D | E |

DATA PROCESSING CODE NUMBER: SEC 110

X5 ANSWER SHEET

- | | |
|--|-----------|
| 5. Teachers are given assistance in learning to use audio and visual equipment. | A B C D E |
| 6. Media specialists are available to help teachers with media related problems when teachers need help. | A B C D E |
| 7. Media staff members are involved in curriculum planning. | A B C D E |
| 8. Media staff members are willing to work with students on an individual basis when students require assistance. | A B C D E |
| 9. Effective means are used to inform teachers of current print and nonprint materials related to their instructional areas. | A B C D E |
| 10. When teachers want to use audio/visual equipment or certain books or nonprint materials, they can expect them to be made available in a reasonable length of time. | A B C D E |
| 11. Teachers are adequately involved in the selection of media and equipment. | A B C D E |
| 12. The circulation procedures for both media and equipment are made clear to staff. | A B C D E |
| 13. Most materials, except things like reserve materials and back issues of periodicals, are readily available to students. | A B C D E |
| 14. The professional library for teachers and other staff is complete and accessible. | A B C D E |
| 15. I often use the professional library. | A B C D E |
| 16. No matter where they actually are, instructional materials and equipment can be located through a central card catalog or inventory. | A B C D E |
| 17. All but the most unusual demands for media production are met at the building or district level. | A B C D E |
| 18. Students make good use of media centers. | A B C D E |
| 19. Media centers are open for enough hours during the day so that everyone who needs to use them can do so readily. | A B C D E |
| 20. The media collection is kept current. | A B C D E |
| 21. Equipment is kept in good repair. | A B C D E |
| 22. There are enough media staff members in this district to provide adequate services to teachers and students. | A B C D E |
| 23. The administration provides enough support for the media program to function adequately. | A B C D E |
| 24. There is a centralized media area in my school. | A B C D E |
| 25. The media center in my school has adequate reading, listening, and viewing capabilities. | A B C D E |
| 26. Most of the classrooms in my school have adequate media provisions such as bulletin board and display space, room darkening, and sufficient outlets. | A B C D E |

*If you want to make additional comments or suggestions, please write them in the space below.
And many thanks for your time!*

COUNSELOR ROLE IDENTIFICATION SCALE

INSTRUCTIONS: The purpose of this scale is to appraise the extent to which a number of possible functions of the guidance program are being accomplished in this school. It attempts to provide information helpful in discussing the counselor's role, since there are many varied demands on his time.

FIRST, read through the brief description of each of the eleven functions. Place an X at an appropriate point on the scale according to your estimate of the EXTENT TO WHICH SERVICES ACTUALLY ARE PROVIDED to meet this function. This estimate should be made independent of whatever reason may exist for the condition.

SECOND, for each of the eleven functions, place an O at an appropriate point on the scale according to your estimate of the EXTENT TO WHICH SERVICES SHOULD BE PROVIDED to meet this function. This in effect requests your judgement on the relative importance of the specific service. The circled number noting your estimate of importance may or may not agree with the number you have marked for the situation as it actually exists.

1. **PUPIL APPRAISAL** — Counselors accumulate meaningful information concerning pupils, including test scores, academic records, interviews, and personal data forms.

1	2	3	4	5	6	7	8	9	10
Limited or none				Some attempts made; service varies				Complete; thorough	

2. **COUNSELING** — Counselors have periodic contacts with pupils for purposes of furnishing information dealing with plans, choices, problems, and better self-understanding.

1	2	3	4	5	6	7	8	9	10
Limited or none				Some attempts made; service varies				Complete; thorough	

3. **EDUCATIONAL AND OCCUPATIONAL PLANNING** — Counselors assist pupils and parents in relating pupil interests, aptitudes, and abilities to current and future educational and occupational opportunities.

1	2	3	4	5	6	7	8	9	10
Limited or none				Some attempts made; service varies				Complete; thorough	

4. **REFERRAL WORK** — Counselors identify pupils with special needs and refer them to other specialists in pupil personnel services and to public and private agencies in the community.

1	2	3	4	5	6	7	8	9	10
Limited or none				Some attempts made; service varies				Complete; thorough	

5. **EDUCATIONAL PLACEMENT** — Counselors assist students in the transition to different or higher schooling through the use of educational information services, educational planning, student appraisal, assessment of progress in school subjects, and appropriate counseling.

1	2	3	4	5	6	7	8	9	10
Limited or none				Some attempts made; service varies				Complete; thorough	

6. **JOB PLACEMENT** -- Counselors assist those students planning to work upon graduation from high school move towards their entry jobs by providing occupational information, educational planning, student appraisal, appropriate counseling, and actual job placement. Counselors make periodic check-ups on the success of students in their entry jobs.

1	2	3	4	5	6	7	8	9	10
Limited or none			Some attempts made; service varies					Complete; thorough	

7. **PARENT HELP** -- Counselors hold conferences for parents to help interpret their child's abilities, interests, and developments, and to obtain parental help in planning for the child's future.

1	2	3	4	5	6	7	8	9	10
Limited or none			Some attempts made; service varies					Complete; thorough	

8. **STAFF CONSULTING** -- Counselors work closely with administrators and teachers to the end that all the school's resources are directed toward meeting the needs of individual pupils. Counselors provide pupil data and school characteristics information; assist teachers with difficult learners; aid in curriculum development.

1	2	3	4	5	6	7	8	9	10
Limited or none			Some attempts made; service varies					Complete; thorough	

9. **LOCAL ACTION RESEARCH** -- Counselors conduct research to determine pupil needs and determine how well the school's program meets these needs. Characteristics of pupils, follow-up studies, inquiry into aptitude and achievement, and job success studies are among examples of kinds of research.

1	2	3	4	5	6	7	8	9	10
Limited or none			Some attempts made; service varies					Complete; thorough	

10. **PUBLIC RELATIONS** -- Counselors interpret the counseling and guidance services to the school staff, parents, and the community and furnish information for school and community publications.

1	2	3	4	5	6	7	8	9	10
Limited or none			Some attempts made; service varies					Complete; thorough	

11. **PLANNING AND EVALUATING THE GUIDANCE PROGRAM** -- Counselors assist in defining objectives of the guidance program, clarifying their relationships to other professional staff members, coordinating various aspects of the program, and evaluating the guidance program in terms of its purposes.

1	2	3	4	5	6	7	8	9	10
Limited or none			Some attempts made; service varies					Complete; thorough	

SECONDARY STUDENT OPINIONNAIRE

GUIDANCE SERVICES

We're interested in how students feel about the guidance services we offer. Your opinions will be kept strictly confidential. In fact, we do NOT want you to sign your name. Your answers will only be used to help make our guidance program better. There are no right or wrong answers. What we want are your judgements about the guidance services.

If you have been provided with an answer sheet for data processing, please use it to mark all your responses. Please make sure you darken the circled numbers and letters showing your answers completely. Use a DARK LEAD PENCIL, not a pen. The scanning machine is very sensitive, but it will not pick up any responses made in ink. If no answer sheet is provided, simply circle your responses right on this survey.

Before you begin the opinionnaire, we'd like a little information about the students who are filling it out. Other students will be answering the same questions. Our plan is to group all the responses to find out what you and they think. No one's identity or answers will be revealed.

BACKGROUND INFORMATION

Please locate the SPECIAL CODES section of your answer sheet. In that section, you'll find columns with letter headings from A to J. Darken the circle in each column that is the same as the number response you choose for each of the items below. If there is no separate answer sheet, simply circle your choices right on this form.

In column A, indicate your grade.

- | | |
|---------|----------|
| 0 = 6th | 4 = 10th |
| 1 = 7th | 5 = 11th |
| 2 = 8th | 6 = 12th |
| 3 = 9th | |

In column B, indicate your race.

- | | |
|--------------|---------------------|
| 0 = White | 3 = Oriental |
| 1 = Black | 4 = American Indian |
| 2 = Hispanic | 5 = Other |

In column C, indicate your overall grades in school.

- | | |
|-------------|------------------|
| 0 = A's | 4 = C's |
| 1 = A's/B's | 5 = C's/D's |
| 2 = B's | 6 = D's or lower |
| 3 = B's/C's | |

In column D, show how long you've attended school in this district.

- | | |
|----------------------|----------------|
| 0 = less than 1 year | 3 = 6-10 years |
| 1 = 1-2 years | 4 = 11 or more |
| 2 = 3-5 years | |

In column E, show which best describes where you now live.

- | |
|----------------------------------|
| 0 = Home or condominium you own |
| 1 = House/dwelling you don't own |
| 2 = Apartment |
| 3 = Mobile/trailer home |
| 4 = Other |

In column F, show who is the head of the household you now live in.

- | | |
|----------------|----------------------|
| 0 = Father | 4 = Foster parent |
| 1 = Stepfather | 5 = Other relative |
| 2 = Mother | 6 = Group home adult |
| 3 = Stepmother | 7 = Yourself |

In column G, show how far the head of your household has gone in school.

- | |
|---|
| 0 = Through elementary or junior high |
| 1 = Through part of high school |
| 2 = Through high school |
| 3 = Through training beyond high school |
| 4 = Through some college work |
| 5 = Through college |
| 6 = Through work beyond college |

In column H, show what you plan to do right after high school.

- | |
|--|
| 0 = Go to college |
| 1 = Go to a technical or training school |
| 2 = Get a job |
| 3 = Become a full time homemaker |
| 4 = Join the armed service |
| 5 = Other |

In column I, show how often a parent or an adult you live with asks about or helps you with your school work.

- | | |
|---------------|------------------------------|
| 0 = Often | 2 = Never |
| 1 = Sometimes | 3 = I don't live with adults |

DATA PROCESSING CODE NUMBER: SEC 111

X5 ANSWER SHEET

YOUR OPINIONS

In this section we'd like you to give us your honest opinion by darkening the circled letter after each statement according to the following codes:

A = OFTEN B = SOMETIMES C = RARELY D = NEVER

Use this coding down through question #14.

- | | |
|--|---------|
| 1. My counselor encourages me to think about what I'm going to do when I finish high school. | A B C D |
| 2. My counselor helps me plan the elective subjects and activities I need and want to take while I'm in school. | A B C D |
| 3. My counselor provides me with opportunities to take career interest tests, inventories, and surveys. | A B C D |
| 4. My counselor talks to me about my potential and helps me with my future educational and vocational plans. | A B C D |
| 5. My parents have opportunity to discuss my future educational and/or vocational plans with my counselor. | A B C D |
| 6. My counselors explain the content courses to help me make appropriate course selections. | A B C D |
| 7. My counselors encourage me to investigate personal and educational requirements for occupations I have considered. | A B C D |
| 8. I get help from a school counselor in understanding the meaning of standardized test scores I have taken (such as achievement, school ability, or aptitude tests). | A B C D |
| 9. My parents have the opportunity to discuss with my counselor the results of any aptitude, ability, or achievement tests I have taken. | A B C D |
| 10. My counselor talks to me about whether I'm going on to school and which post-high school education program (college, technical institute, business school, etc.) would be best for me. | A B C D |
| 11. There are career days, outside resource people, and guest speakers which are helpful to me in learning about various career opportunities and requirements. | A B C D |
| 12. There are opportunities to speak with representatives of various colleges, technical schools, the United States military services, and other post-high school training programs. | A B C D |
| 13. My counselor is available to discuss concerns I have. | A B C D |
| 14. Information on colleges, vocational-technical schools, and trade schools is provided by the guidance department. | A B C D |

In this next section, we want your reactions to each of the statements listed. On your answer sheet, choose the best response by using the following code:

A = STRONGLY AGREE B = AGREE C = DISAGREE D = STRONGLY DISAGREE
E = UNCERTAIN OR DOESN'T APPLY

Make sure you're now on question #15.

- | | |
|---|-----------|
| 15. Before I entered high school, a counselor helped me plan my high school program. | A B C D E |
| 16. I am satisfied with the career/vocational counseling services I get at my school. | A B C D E |
| 17. My school provides me an opportunity to discuss part-time and summer employment with a job counselor. | A B C D E |
| 18. The guidance and counseling services available at my school have been explained to me. | A B C D E |
| 19. There is a plentiful supply of printed and visual career information available to me at my school. | A B C D E |
| 20. The course description booklet given to me was clear, concise, and aided me in my course selection. | A B C D E |

- | | |
|--|-----------|
| 21. Tests and interest surveys (OVIS, HOOI) I have taken influenced my school course selection and my awareness of possible career choices. | A B C D E |
| 22. Career information is in an accessible location to me. | A B C D E |
| 23. Financial aid programs for post-high school training have been explained to me. | A B C D E |
| 24. My counselors have provided opportunities to learn about the United States military services. | A B C D E |
| 25. I have had the opportunity to talk to a counselor at least once this school year. | A B C D E |
| 26. Printed materials from my school's guidance department, including <u>Senior Guidelines</u> , <u>Wisconsin Decision</u> , etc., have been useful to me. | A B C D E |
| 27. My counselor has helped me to make realistic future plans beyond high school. | A B C D E |
| 28. I know who my counselor is. | A B C D E |
| 29. The counseling area is private enough for me to talk confidentially if I want to. | A B C D E |
| 30. I feel comfortable about sharing confidential concerns with my counselor. | A B C D E |

Please use the space below to write anything else you'd like to tell us about the guidance program. And thanks for your help on this.

STUDENT QUESTIONNAIRE

GUIDANCE SERVICES

We're interested in how students feel about the guidance services we offer. Your opinions will be kept strictly confidential. In fact, we do NOT want you to sign your name. Your answers will only be used to help make our guidance program better. There are no right or wrong answers. What we want are your judgements about the guidance services.

If you have been provided with an answer sheet for data processing, please use it to mark all your responses. Please make sure you darken the circled numbers and letters showing your answers completely. Use a DARK LEAD PENCIL, not a pen. The scanning machine is very sensitive, but it will not pick up any responses made in ink. If no answer sheet is provided, simply circle your responses right on this survey.

Before you begin the opinionnaire, we'd like a little information about the students who are filling it out. Other students will be answering the same questions. Our plan is to group all the responses to find out what you and they think. No one's identity or answers will be revealed.

BACKGROUND INFORMATION

Please locate the SPECIAL CODES section of your answer sheet. In that section, you'll find columns with letter headings from A to J. Darken the circle in each column that is the same as the number response you choose for each of the items below. If there is no separate answer sheet, simply circle your choices right on this form.

In column A, indicate your grade.

- | | |
|---------|----------|
| 0 = 6th | 4 = 10th |
| 1 = 7th | 5 = 11th |
| 2 = 8th | 6 = 12th |
| 3 = 9th | |

In column B, indicate your race

- | | |
|--------------|---------------------|
| 0 = White | 3 = Oriental |
| 1 = Black | 4 = American Indian |
| 2 = Hispanic | 5 = Other |

In column C, indicate your overall grades in school.

- | | |
|-------------|------------------|
| 0 = A's | 4 = C's |
| 1 = A's/B's | 5 = C's/D's |
| 2 = B's | 6 = D's or lower |
| 3 = B's/C's | |

In column D, show how long you've attended school in this district.

- | | |
|----------------------|----------------|
| 0 = less than 1 year | 4 = 6-10 years |
| 1 = 1-2 years | 5 = 11 or more |
| 2 = 3-5 years | |

In column E, show which best describes where you now live.

- | |
|----------------------------------|
| 0 = Home or condominium you own |
| 1 = House/dwelling you don't own |
| 2 = Apartment |
| 3 = Mobile/trailer home |
| 4 = Other |

In column F, show who is the head of the household you now live in.

- | | |
|----------------|----------------------|
| 0 = Father | 4 = Foster parent |
| 1 = Stepfather | 5 = Other relative |
| 2 = Mother | 6 = Group home adult |
| 3 = Stepmother | 7 = Yourself |

In column G, show how far the head of your household has gone in school.

- | |
|--|
| 0 = Through elementary or junior high school |
| 1 = Through part of high school |
| 2 = Through high school |
| 3 = Through training beyond high school |
| 4 = Through some college work |
| 5 = Through college |
| 6 = Through work beyond college |

In column H, show what you plan to do right after high school.

- | |
|--|
| 0 = Go to college |
| 1 = Go to a technical or training school |
| 2 = Get a job |
| 3 = Become a full time homemaker |
| 4 = Join the armed service |
| 5 = Other |

In column I, show how often a parent or an adult you live with asks about or helps you with your school work.

- | | |
|---------------|------------------------------|
| 0 = often | 2 = Never |
| 1 = Sometimes | 3 = I don't live with adults |

DATA PROCESSING CODE NUMBER: SEC 112

X5 ANSWER SHEET

YOUR OPINIONS

Please read the statements below and then circle a response according to the following:

A = OFTEN B = SOMETIMES C = RARELY D = NEVER

- | | |
|--|---------|
| 1. When students go in for a counseling appointment, they can expect to have enough time to talk with their counselor. | A B C D |
| 2. Counselors help students decide for themselves what they should do. | A B C D |
| 3. Students encourage other students to use the help of counselors. | A B C D |
| 4. Students feel that they can discuss personal problems with counselors. | A B C D |
| 5. Counselors are really interested in students. | A B C D |
| 6. Counselors help students choose school courses. | A B C D |
| 7. Counselors help students with personal problems. | A B C D |
| 8. After talking with counselors, students see more than one way to deal with their concerns. | A B C D |
| 9. Counselors change student schedules. | A B C D |
| 10. When students want to see a counselor, they can usually expect to see him/her within one day. | A B C D |
| 11. Counselors remember students names. | A B C D |
| 12. Counselors bring groups of students together to discuss and understand their attitudes. | A B C D |
| 13. Students can talk to counselors about their real feelings. | A B C D |
| 14. Students can see counselors when they need to. | A B C D |
| 15. Counselors give students useful information. | A B C D |
| 16. The counselors' main job is helping students. | A B C D |
| 17. Students feel they know more about themselves after talking with a counselor. | A B C D |
| 18. Students are satisfied with the counseling help they get. | A B C D |
| 19. Students feel comfortable and at ease while talking with counselors. | A B C D |
| 20. Students can get the information they want or need to know about the various occupations they have considered. | A B C D |
| 21. Parents have the chance to talk with counselors. | A B C D |
| 22. After talking with counselors students are better able to make decisions for themselves. | A B C D |
| 23. Counselors help students with school problems. | A B C D |
| 24. Counselors help students understand the ability and achievement test they take. | A B C D |
| 25. Students seem to have better goals for themselves after talking to a counselor. | A B C D |
| 26. The school informs parents of standardized test results. | A B C D |
| 27. Parents talk with counselors. | A B C D |

Now read the statements below, but darken the circled letters on your answer sheet using the following scale:

A = VERY HELPFUL B = OF SOME HELP C = OF NO HELP

- | | |
|---|-------|
| 28. How helpful are counselors in helping you to understand the meaning of your standardized test scores? (Examples: School ability, achievement and aptitude.) | A B C |
| 29. How helpful are your counselors in planning the subjects and activities you need and want to take while you are in school? | A B C |
| 30. How helpful are counselors in encouraging you to investigate the personal and educational requirements for occupations you have considered? | A B C |

- | | |
|--|-------|
| 31. How helpful are the counselors in preparing you for your course selections for the next grade? | A B C |
| 32. How helpful are counselors to students who receive incompletes? | A B C |
| 33. How helpful are counselors in talking with you about your future educational and vocational plans? | A B C |
| 34. How helpful is having a good education to a person's future plans? | A B C |
| 35. How helpful are counselors to students who receive failing grades? | A B C |
| 36. How helpful are counselors in finding people outside the school who can help students with special problems? | A B C |
| 37. How helpful are the counselors in finding out and how to get along? | A B C |

If you want to tell us anything else about the guidance program, please write it below. And thanks for your help!

ELEMENTARY TEACHER OPINIONNAIRE GUIDANCE PROGRAM

We are interested in finding out how you feel about several aspects of the elementary guidance program. Your responses, which will be kept confidential, will be used to provide direction and make improvements in the program.

If you have been provided with an answer sheet for data processing, please use it to mark all your answers. Make sure to darken the circled numbers and letters for each of your responses as well as you can. Use a DARK LEAD PENCIL not a pen. The scanning equipment is very sensitive but it will not pick up answers made in ink. If no answer sheet is provided, simply circle your response right on this form.

Before you begin the questionnaire, we'd like a little information about the staff members who are filling it out. Be assured that it will be used only to group responses. No individual's identity or answers will be revealed.

BACKGROUND INFORMATION

Please locate the SPECIAL CODES section of your answer sheet. Then darken only one circled number in each of the columns mentioned below in this box, using the following instructions.

- In column A, darken the circled number that shows what you now teach. Use 0 to mean kindergarten. MARK ONLY ONE NUMBER IN THIS COLUMN.
- Use column B if you teach more than one grade. Darken the circled number that shows what other grade you teach in addition to the one shown in column A. Leave column B blank if you teach only one grade.
- In column C, indicate your sex. 0 = Male 1 = Female
- In column D, show the number of years you've been teaching.
 0 = less than 1 year 1 = 1-2 years 2 = 3-5 years 3 = 6 or more years

YOUR OPINIONS

In this section, we want you to respond to all of the items which follow by darkening the circled number on your answer sheet according to the codes given after each statement.

I. CLASSROOM DEVELOPMENTAL GUIDANCE EXPERIENCES

1. I am becoming more aware of guidance materials and techniques that can be used in the classroom through my involvement with the counselor.
 A Strongly Disagree B Disagree C Don't Know D Agree E Strongly Agree
2. Our counselor plans appropriate activities for my classroom.
 A Never B Seldom C Sometimes D Often E Always
3. Classroom guidance activities are effective in making children more aware of their own behavior and feelings.
 A Strongly Disagree B Disagree C Don't Know D Agree E Strongly Agree
4. Classroom guidance activities are effective in making children aware of the needs and feelings of others.
 A Strongly Disagree B Disagree C Don't Know D Agree E Strongly Agree

DATA PROCESSING CODE NUMBER: SEC 113

X5 ANSWER SHEET

5. Our counselor's classroom presentations reinforce skills and attitudes that I believe children should be learning.
A Never B Seldom C Sometimes D Often E Always
6. Our counselor attempts to involve me in the planning of classroom activities.
A Never B Seldom C Sometimes D Often E Always
7. I am involved during the classroom presentation activity along with the counselor.
A Never B Seldom C Sometimes D Often E Always
8. I feel more comfortable about classroom guidance materials and techniques now than I have in the past.
A Strongly Disagree B Disagree C Don't Know D Agree E Strongly Agree
9. More time should be spent by the counselor making classroom presentations.
A Strongly Disagree B Disagree C Don't Know D Agree E Strongly Agree
10. Classroom guidance can be observed to effect the children positively in other areas of their life.
A Never B Seldom C Sometimes D Often E Always

II. INDIVIDUAL AND SMALL GROUP COUNSELING

11. Counseling helps students to develop personal and interpersonal problem solving skills.
A Never B Seldom C Sometimes D Often E Always
12. Our counselor works effectively with all students, not just "problem" students.
A Never B Seldom C Sometimes D Often E Always
13. Our counselor works effectively with "hard to reach" or "behavior problem" students.
A Never B Seldom C Sometimes D Often E Always
14. Our counselor helps students to develop better understanding and acceptance of themselves.
A Strongly Disagree B Disagree C Don't Know D Agree E Strongly Agree
15. Students, after meeting with our counselor, show improvement academically.
A Never B Seldom C Sometimes D Often E Always
16. Counseling has an effect in resolving peer-group conflicts among students.
A Never B Seldom C Sometimes D Often E Always
17. After seeing the counselor, students demonstrate improvement in getting along in the classroom.
A Never B Seldom C Sometimes D Often E Always
18. Our counselor provides me regular and meaningful feedback regarding children who are receiving counseling.
A Never B Seldom C Sometimes D Often E Always
19. As a teacher, I can see positive change in students who receive individual or small group counseling.
A Never B Seldom C Sometimes D Often E Always
20. I am satisfied with the individual and group counseling services.
A Never B Seldom C Sometimes D Often E Always

III. CONSULTATION

21. Our counselor contributes constructive ideas and suggestions in support of me as a teacher.
A Never B Seldom C Sometimes D Often E Always

22. Our counselor makes a sincere effort to be available for discussion about children in my room.
A Never B Seldom C Sometimes D Often E Always
23. Our counselor listens with understanding to what I have to say.
A Never B Seldom C Sometimes D Often E Always
24. Our counselor is able to communicate clearly and effectively.
A Never B Seldom C Sometimes D Often E Always
25. Our counselor is an understanding person who I can talk to with little discomfort.
A Strongly Disagree B Disagree C Don't Know D Agree E Strongly Agree
26. Our counselor maintains frequent communication with me and the parents of the children he/she works with.
A Never B Seldom C Sometimes D Often E Always
27. I seek the assistance of the counselor in helping students.
A Never B Seldom C Sometimes D Often E Always
28. Our counselor is effective with parents.
A Never B Seldom C Sometimes D Often E Always
29. Our counselor is helpful, as a resource person, in helping me work with my students.
A Never B Seldom C Sometimes D Often E Always
30. Guidance and counseling has a positive effect on the school climate as a whole.
A Strongly Disagree B Disagree C Don't Know D Agree E Strongly Agree
31. How would you rate your overall contact with the counselor(s) this year?
A Excellent B Good C Satisfactory D Unsatisfactory
32. How would you rate the overall guidance services in your building?
A Excellent B Good C Fair D Poor
33. How would you rate the overall guidance services in the system as a whole?
A Excellent B Good C Fair D Poor E Unaware

Comments:

K-12 TEACHER QUESTIONNAIRE

GUIDANCE PROGRAM

We are interested in finding out how you feel about several aspects of the guidance program. Your responses, which will be kept confidential, will be used to provide direction and make improvements in the program.

If you have been provided with an answer sheet for data processing, please use it to mark all your answers. Make sure to darken the circled number showing your response as well as you can. Use a DARK LEAD PENCIL not a pen. The scanning equipment is very sensitive, but it won't pick up responses made in ink. If no answer sheet is provided, simply circle your response right on this form.

Before you begin the questionnaire, we'd like a little information about the staff members who are filling it out. Be assured that it will be used only to group responses. No individual's identity or answers will be revealed.

BACKGROUND INFORMATION

Please locate the SPECIAL CODES section of your answer sheet. Then darken one circled number in each of the columns mentioned below in this box, using the following codes:

In column A, indicate the level at which you now teach.

- 0 = elementary
- 1 = elementary and middle school
- 2 = middle/junior high

- 3 = junior high and senior high
- 4 = senior high
- 5 = all levels

In column B, indicate your sex.

- 0 = Male
- 1 = Female

In column C, show the number of years' teaching experience you have.

- 0 = less than 1 year
- 1 = 1-2 years
- 2 = 3-5 years

- 3 = 6-10 years
- 4 = 10 or more years

YOUR OPINIONS

In this section, we want your honest opinions of the items which follow by darkening the circled number after each statement according to the following codes:

A = STRONGLY AGREE

B = AGREE

C = DISAGREE

D = STRONGLY DISAGREE

E = UNCERTAIN OR DOESN'T APPLY

A. PUPIL APPRAISAL

1. Counselors conduct a testing program and provide me with clearly explained results which are useful in diagnosing student progress. A B C D E
2. Counselors accumulate information and academic records on students and provide me with relevant information about my students. A B C D E
3. Counselors follow through on student monitoring of such things about my students as absenteeism and behavior problems. A B C D E

B. COUNSELING

4. Counselors have an appropriate number of conferences with students. A B C D E
5. Counselors involve teachers in counseling students and share information with them when appropriate. A B C D E

C. CAREER, EDUCATIONAL, AND OCCUPATIONAL PLANNING

- 6. Counselors provide an appropriate amount of help to students in developing future career and educational plans. A B C D E
- 7. Counselors provide students with sufficient opportunities to review career information and talk with resource persons about future career plans. A B C D E
- 8. Counselors provide students with sufficient opportunities to review information about postsecondary education and to meet with representatives from higher education institutions. A B C D E
- 9. Counselors talk with students about job opportunities related to the various curriculum areas, like foreign language, music, social studies, et. al. A B C D E

D. REFERRALS

- 10. Counselors do an adequate job of referring students with special needs to appropriate specialists and agencies. A B C D E
- 11. Counselors follow through on referral recommendations made by teachers. A B C D E
- 12. Counselors keep me informed on the status of my students who might be involved in a referral process. A B C D E

E. PLACEMENT

- 13. Counselors assist students adequately with decisions about their educational program in this district. A B C D E
- 14. Counselors provide adequate information to students about courses and extra curricular opportunities. A B C D E
- 15. Counselors involve teachers appropriately in determining students' placement. A B C D E
- 16. Counselors do an adequate job of scheduling students. A B C D E

F. PARENT INVOLVEMENT

- 17. Counselors conduct conferences with parents when necessary. A B C D E
- 18. Counselors make themselves available for teacher-requested parent conferences. A B C D E

G. STAFF CONSULTING

- 19. Counselors do an appropriate amount of work with teachers and administrators in meeting students' needs. A B C D E
- 20. Counselors consult with teachers about scheduling and course descriptions. A B C D E

H. LOCAL RESEARCH

- 21. Counselors conduct appropriate follow-up studies of graduates and provide me with information that relates to my teaching area. A B C D E
- 22. Counselors share with teachers the results of research they conduct to determine pupil needs and the extent to which the school program fulfills those needs. A B C D E

I. PUBLIC RELATIONS

- 23. Counselors use a variety of effective means to communicate with the public. A B C D E
- 24. Counselors provide information for school and community publications. A B C D E

J. PLANNING AND EVALUATING

- 25. Counselors have developed a written statement of their program's purposes so that expectations about what is available are clear. A B C D E
- 26. Counselors clearly communicate their services to students. A B C D E
- 27. Counselors clearly communicate their services to staff. A B C D E

- | | |
|---|-----------|
| 28. Counselors regularly assess how effective their program is by asking the staff's reactions to it. | A B C D E |
| 29. Counselors regularly seek students' opinions about the effectiveness of the guidance program. | A B C D E |
| 30. Counselors regularly ask parents to evaluate their services. | A B C D E |
| 31. Counselors receive adequate support from the administration to conduct an effective counseling program. | A B C D E |

In this section, we'd like your opinion about HOW IMPORTANT you think each of the guidance functions is. Please use the following scale.

A = ABSOLUTELY ESSENTIAL B = IMPORTANT C = UNIMPORTANT D = COMPLETELY UNNECESSARY

- | | |
|---------|---|
| A B C D | PUPIL APPRAISAL |
| A B C D | COUNSELING |
| A B C D | CAREER EDUCATIONAL, OCCUPATIONAL PLANNING |
| A B C D | REFERRALS |
| A B C D | PLACEMENT |
| A B C D | PARENT INVOLVEMENT |
| A B C D | STAFF CONSULTING |
| A B C D | LOCAL RESEARCH |
| A B C D | PUBLIC RELATIONS |
| A B C D | PLANNING AND EVALUATING |

In the space below, please write any additional comments you'd like to make about the guidance program.

MANY THANKS FOR TAKING THE TIME!

Adapted from an instrument developed by the Eau Claire Wisconsin Public School District.

CAREER EDUCATION CHECK LIST

COUNSELORS

We are interested in finding out how well the career education program in this district is being implemented. This questionnaire is one in a series of four, which will be completed by various groups--teachers, media staff, counselors, leadership teams--and used to make our career education program better.

If you have been provided with an answer sheet for data processing, please use it to mark all your answers. Make sure to darken the circled numbers and letters showing each of your responses as well as you can. Use a DARK LEAD PENCIL not a pen. The scanning equipment is very sensitive, but it will not pick up responses made in ink. If no answer sheet is provided, simply circle your response right on this form.

Before you begin the check list, we'd like a little information about those who are filling it out. Be assured that it will only be used to group responses. No individual's identity or answers will be revealed.

BACKGROUND INFORMATION

Please locate the SPECIAL CODES section of your answer sheet. Then darken one circled number in each of the columns mentioned below in this box, using the following codes.

In column A, indicate the level at which you work (USE ONLY ONE RESPONSE).

0 = elementary 1 = middle/junior high 2 = senior high

In column B, if you work at a level in addition to the one above, use the same code to show what it is. USE ONLY ONE RESPONSE. If you work at a single level, leave this column blank.

0 = elementary 1 = middle/junior high 2 = senior high

In column C, indicate your sex.

0 = Male 1 = Female

In column D, show the number of years you have served in this position in this district.

0 = less than 1 year 1 = 1-2 years 2 = 3-5 years 3 = 6 or more years

CAREER EDUCATION CHECKLIST

In this section, we want you to respond to all of the items which follow by darkening one circled letter after each question according to the following codes:

- A = YES with few or no exceptions
- B = YES with some exceptions
- C = YES with many exceptions
- D = NO
- E = UNCERTAIN OR DOESN'T APPLY

Make sure you have turned your answer sheet and are now beginning with item #1.

1. Do you include career counseling and guidance activities as a part of your overall counseling and guidance program? A B C D E
2. Do you use the Wisconsin Career Information System (WCIS) either in its manual or computer terminal format? A B C D E
3. Do you serve on the district-wide leadership team for career education? A B C D E
In order to facilitate career education, do you have a good working relationship with:
4. the local director of instruction? A B C D E

5. the local vocational education coordinator? A B C D E
6. the school librarians and media specialists? A B C D E
7. Do you help teachers plan activities and find resource persons and materials related to career education and their respective units? A B C D E
8. Do you help teachers arrange appropriate field trips related to current units with emphasis on the people and occupations behind the products and services provided? A B C D E
9. Do you help teachers plan and conduct specialized "career days" related to their disciplines (e.g., Fine Arts Careers Day or Math and Science Careers Day)? A B C D E
10. Do you serve as a resource person in the classroom when invited? A B C D E
11. Do you serve as a consultant and share your expertise in child development with the teaching staff when needed and appropriate? A B C D E
12. Do you assist media specialists and librarians in developing and maintaining career education resource centers? A B C D E
13. Do you assist in the production of local resource materials such as brochures, booklets, slide/tapes, and/or sound filmstrips? A B C D E
- Do you provide group guidance activities in the following areas:
- Self knowledge and decision making:
14. the administration and interpretation of selected tests/inventories? A B C D E
15. using knowledge of self and available opportunities in making tentative, open-ended career decisions? A B C D E
- Knowledge of post-high school educational opportunities:
16. presentations by post-high school education representatives? A B C D E
17. explanations of available student financial aids for further education related to career objectives? A B C D E
- Knowledge of opportunities in the job market and employability and advancement skills:
18. presentations by employment office representatives? A B C D E
19. discussion of employer expectations? A B C D E
20. completions of job applications, and writing of resumes and letters of application? A B C D E
21. role playing of job interviews? A B C D E
22. Do you provide individual counseling to help students tie together their many career education experiences, establish some realistic open-ended goals and objectives, and make appropriate occupational and educational plans for achieving them? A B C D E
23. Do you consult with parents and get them involved in facilitating the career development of their children? A B C D E
24. Do you help individuals make the transition from school to their next step whether that be immediate employment or further education in college or technical school? A B C D E

If you would like to make any additional comments, please attach a sheet. And thanks for your help!

CAREER EDUCATION CHECK LIST

TEACHING STAFF

We are interested in finding out how well the career education program in this district is being implemented. This questionnaire is one in a series of four, which will be completed by various groups--teachers, media staff, counselors, leadership teams--and used to make our career education program better.

If you have been provided with an answer sheet for data processing, please use it to mark all your answers. Make sure to darken the circled number showing your response as well as you can. Use a DARK LEAD PENCIL not a pen. The scanning equipment is very sensitive, but it won't pick up responses made in ink. If no answer sheet is provided, simply circle your response right on this form.

Before you begin the check list, we'd like a little information about the staff members who are filling it out. Be assured that it will be used only to group responses. No individual's identity or answers will be revealed.

BACKGROUND INFORMATION

Please locate the SPECIAL CODES section of your answer sheet. Then darken one circled number in each of the columns mentioned below in this box, using the following codes:

In column A, indicate the level at which you now teach.

- 0 = elementary
- 1 = elementary and middle school
- 2 = middle/junior high

- 3 = junior high and senior high
- 4 = senior high
- 5 = all levels

In column B, indicate your sex.

- 0 = Male
- 1 = Female

In column C, show the number of years' teaching experience you have

- 0 = less than 1 year
- 1 = 1-2 years
- 2 = 3-5 years

- 3 = 6-10 years
- 4 = 10 or more years

CAREER EDUCATION CHECKLIST

In this section, we want you to respond to all of the items which follow by darkening one circled letter after each question according to the following codes:

- A = YES with few or no exceptions
- B = YES with some exceptions
- C = YES with many exceptions
- D = NO
- E = UNCERTAIN OR DOESN'T APPLY

Make sure you have turned your answer sheet and are now beginning with item #1.

1. Do you use career education activities/approaches/methods/strategies to help you attain the goals and objectives of your instructional program? A B C D E
2. Have you shared with other staff members the activities/approaches/methods/strategies that you have found most effective? A B C D E

DATA PROCESSING CODE NUMBER: SEC 116

X3 ANSWER SHEET 111

Which of the following list of activities/approaches/methods/strategies are you using?

- | | |
|---|-----------|
| 3. Are you relating knowledge and skills being taught to their application in community occupations and leisure pursuits? | A B C D E |
| 4. Are you bringing community resource persons whose work or hobbies are related to specific units into the classroom at the time the units are being taught? | A B C D E |
| 5. Are you taking small groups of interested students on field trips into the community to observe the application of specific units at the time they are being taught? | A B C D E |
| 6. Are you incorporating one or more career education concepts (from Wisconsin's K-12 Guide for Integrating Career Education with Local Curriculum) to help make each unit more meaningful and interesting for your students? | A B C D E |
| 7. (Concepts related to: (1) self understanding in relation to others and the environment; (2) understanding the world of work; (3) career exploration, decision making, and planning; and (4) career preparation and placement.) | A B C D E |
| 8. Are you helping your students identify their interests, aptitudes, needs, and values; and develop positive attitudes toward self, school, and work? | A B C D E |
| 9. Are you helping your students become aware of the many occupational areas requiring the knowledge and skills to be gained from your course and advanced courses in your subject? | A B C D E |
| 10. Have you used bulletin board displays to help relate course content to its application in the community? | A B C D E |
| 11. Are you helping your students become aware of the importance of work in our society and how our economic system operates? | A B C D E |
| 12. Are you helping your students develop a desire to explore and test their interests and aptitudes in a variety of occupational and leisure pursuits (related to your subject or others)? | A B C D E |
| 13. Are you helping your students develop a desire to plan and prepare for a meaningful, satisfying career (related to your subject or another in which they have more interest and aptitude)? | A B C D E |

If you would like to make any additional comments, please write them in the space below. And thank you for your help.

CAREER EDUCATION CHECK LIST

MEDIA STAFF

We are interested in finding out how well the career education program in this district is being implemented. This questionnaire is one in a series of four, which will be completed by various groups--teachers, media staff, counselors, leadership teams--and used to make our career education program better.

If you have been provided with an answer sheet for data processing, please use it to mark all your answers. Make sure to darken the circled numbers and letters showing each of your responses as well as you can. Use a DARK LEAD PENCIL not a pen. The scanning equipment is very sensitive, but it will not pick up responses made in ink. If no answer sheet is provided, simply circle your response right on this form.

Before you begin the check list, we'd like a little information about those who are filling it out. Be assured that it will only be used to group responses. No individual's identity or answers will be revealed.

BACKGROUND INFORMATION

Please locate the SPECIAL CODES section of your answer sheet. Then darken one circled number in each of the columns mentioned below in this box, using the following codes.

In column A, indicate the level at which you work (USE ONLY ONE RESPONSE).

0 = elementary 1 = middle/junior high 2 = senior high

In column B, if you work at a level in addition to the one above, use the same code to show what it is. USE ONLY ONE RESPONSE. If you work at a single level, leave this column blank.

0 = elementary 1 = middle/junior high 2 = senior high

In column C, indicate your sex.

0 = Male 1 = Female

In column D, show the number of years you have served in this position in this district.

0 = less than 1 year 1 = 1-2 years 2 = 3-5 years 3 = 6 or more years

CAREER EDUCATION CHECK LIST

In this section, we want you to respond to all of the items which follow by darkening one circled letter after each question according to the following codes:

- A = YES with few or no exceptions
- B = YES with some exceptions
- C = YES with many exceptions
- D = NO
- E = UNCERTAIN OR DOESN'T APPLY

Make sure you have turned your answer sheet and are now beginning with item #1.

1. Do you serve on the district-wide leadership team for career education? A B C D E
2. Do you involve school staff in selecting career education materials to be purchased with local funds, Title IV-B funds, or other funds? A B C D E
3. Do you use various methods to acquaint teachers and counselors with career education materials received? A B C D E

DATA PROCESSING CODE NUMBER: SEC 117

X5 ANSWER SHEET
113

1. Do you have career education materials identified and catalogued according to related school subjects? A B C D E
2. Do you maintain a career education resource center available to:
 a. students? A B C D E
 b. teachers? A B C D E
 c. the general public? A B C D E
3. Do you and your staff order free career education materials available from many sources? A B C D E
4. Do you help students, teachers, and counselors find career education instructional materials in your library or IMC (e.g., sound filmstrips, VHS, printed materials, etc.)? A B C D E
5. Do you help teachers and counselors find bulletin board materials for career education? A B C D E
6. Do you use your expertise in the production of local career education resource materials (e.g., assisting teachers produce their own resource materials, making slide/tapes, etc.)? A B C D E
7. Do you use paraprofessionals to staff career education resource center, etc.? A B C D E
8. Do you catalog and publish a guide to community resource persons related to grade levels and subject areas? A B C D E
9. Do you provide the Wisconsin Career Information System in either
 14. manual version A B C D E
 15. computer terminal version A B C D E
10. Do you offer other computer access resources to assist students in career exploration and planning? A B C D E
11. If you would like to make any additional comments, please write them in the space below.

CAREER EDUCATION CHECK LIST
COORDINATORS AND LEADERSHIP TEAMS

We are interested in finding out how well the career education program in this district is being implemented. This questionnaire is one in a series of four, which will be completed by various groups--teachers, media staff, counselors, leadership teams--and used to make our career education program better.

If you have been provided with an answer sheet for data processing, please use it to mark all your responses. Make sure you darken the circled numbers and letters showing your answers as well as you can. Use a DARK LEAD PENCIL not a pen. The scanning equipment is very sensitive, but it will not pick up responses made in ink. If no answer sheet is provided, simply circle your responses right on this form.

Before you begin the survey, we'd like some information about the types of staff filling out the opinionnaire. The answers you give will be kept strictly confidential.

RESPONDENT INFORMATION

Please locate the SPECIAL CODES section of your answer sheet. Using column A, indicate your position in the district using the following codes:

- | | |
|---|--|
| 0 = elementary teacher | 5 = librarian or media specialist |
| 1 = junior high/middle school teacher | 6 = special teacher (art, music, etc.) |
| 2 = senior high teacher | 7 = district specialist (or therapist) |
| 3 = administrator or supervisor | 8 = special education teacher |
| 4 = pupil services personnel or counselor | 9 = other |

CAREER EDUCATION CHECK LIST

In this section, we want you to respond to all of the items which follow by darkening one circled letter after each question according to the following codes:

- A = YES with few or no exceptions
 B = YES with some exceptions
 C = YES with many exceptions
 D = NO
 E = UNCERTAIN OR DOESN'T APPLY

Make sure you have turned your answer sheet and are now beginning with item #1.

- | | |
|--|-----------|
| 1. Have you an appointed district-wide career education coordinator and leadership team? | A B C D E |
| 2. Have you conducted a local needs assessment regarding career education? | A B C D E |
| 3. Have you developed and implemented a local K-12 articulated plan for career education based on local needs? | A B C D E |
| 4. Have you conducted institutes/programs to acquaint school boards, community leaders, and parents with the nature and goals of career education? | A B C D E |
| 5. Have you established an active community career education advisory council or committee? | A B C D E |
| 6. Have you developed and implemented collaborative relationships for career education with organizations representing the handicapped, minority groups, women, and all other elements of the community? | A B C D E |

DATA PROCESSING CODE NUMBER: SEC 118

X5 ANSWER SHEET

7. Have you produced a guide to community resources for career education for use by teachers and counselors (based on a survey of the community)? A B C D E
8. Have you provided inservice training in career education for school administrators and staff? A B C D E
9. Have you developed and implemented career guidance, counseling, placement, and follow-up services? A B C D E
10. Have you incorporated career education concepts and approaches in the classroom, K-12? A B C D E
11. Have you established budget items for career education? A B C D E
12. Have you established career education resource centers in your schools which serve both students and the general public? A B C D E
13. Have you developed and implemented work experience programs for the primary purpose of career exploration? A B C D E
14. Have you conducted evaluation studies to measure the effectiveness of your efforts in career education? A B C D E
15. Have you taken the necessary steps to assure equal access to career education for all? A B C D E
16. Have you taken the necessary steps to reduce/eliminate stereotyping in career choice? A B C D E

If you would like to make any additional comments, please write them in the space below.